

4

Speak NOW

COMMUNICATE *with* CONFIDENCE



Mari Vargo

with
VIDEO
and
**ONLINE
PRACTICE**

OXFORD



4

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OXFORD
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Welcome to **Speak NOW**

Communicate *with Confidence*

Communicating with confidence means expressing yourself accurately, fluently, and appropriately. **English in Action** lessons throughout the Student Book present video clips which show students how to use target language in real-life settings. The video is available through Oxford Learn Online Practice, DVD, and on the iTools Classroom Presentation Software CD-ROM.



Online Practice powered by oxfordlearn

Speak Now Online Practice features over 100 engaging self-study activities to help you improve your speaking, pronunciation, and listening skills.



Use the **access card** on the inside back cover to log in at www.oxfordlearn.com/login.

Maximize Speaking

Every activity in every lesson includes a speaking task to ensure students maximize their opportunity to develop confident conversation skills. In each two-page lesson, students learn key **Vocabulary**, practice these new words and develop structured speaking skills through the **Conversation** activity, study new functional language in the **Language Booster** section, and then develop either **Pronunciation** or **Listening** skills in preparation for a communicative **Speak with Confidence** activity.

5 How do you know...?

Getting to know people
Asking about people's jobs

1| Vocabulary

A Imagine that you wanted to invite some people to your home for dinner. Which of these people would you invite? Check (✓) your answers.

| | |
|-----------------------------------|------------------------------|
| 1. an acquaintance from school | 5. your future sister-in-law |
| 2. an exercise buddy | 6. an old friend |
| 3. an ex-boyfriend or -girlfriend | 7. an old neighbor |
| 4. a former co-worker | 8. a prospective employer |

B PAIR WORK Who did you choose to invite? Explain your answers to your partner.

Example:
A: Would you invite an acquaintance from school to a dinner at your home?
B: Yes, I would. I have a few acquaintances at school that I would like to get to know better.

2| Conversation

CD1 A Listen. How does Sarah know Eva? What is Luisa's job?

Luisa: So, how do you know Eva?

Sarah: Well, Eva's my old neighbor. I used to live in the apartment across from hers.

Luisa: Oh, right. I think we've met before.

Sarah: Yes, you look familiar. You used to come over to visit Eva once in a while.


Luisa: That's right. Eva is a former classmate of mine. We had a few classes together in college, and we used to study together a lot.

Sarah: I see. And what do you do now?

Luisa: I work as an assistant in an advertising firm.

Sarah: That sounds interesting. Do you enjoy it?

Luisa: Yes, I do.



B PAIR WORK Practice the conversation.

CD1 C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3| Language Booster

A Notice the expressions we can use when we're getting to know people and asking them about their jobs.

| Getting to know people | Asking about people's jobs |
|---------------------------|--|
| How do you know (Eva)? | What do you do? |
| I think we've met before. | How did you get into that line of business? |
| Haven't we met? | That sounds interesting. Do you enjoy it? |
| You look familiar. | How did you get interested in (advertising)? |

B PAIR WORK Talk with a partner as though you are meeting each other at a social event.

Example:
A: Hi, I'm Erica.
B: Hi, Erica. I'm Douglas. You look familiar...

4| Pronunciation

Noun stress

CD1 A Listen to these phrases. Notice that the nouns in these phrases get more stress than the adjectives.

| | | |
|---------------------------|--------------------------------|--------------------------------|
| 1. former neighbor | 3. prospective employer | 5. future sister-in-law |
| 2. ex- boyfriend | 4. old friend | 6. new co-worker |

B PAIR WORK Take turns asking and answering the question "How do you know...?" Use the cues below to answer. Pay attention to noun stress.

| | | |
|------------------------------|----------------------------|-------------------------------------|
| 1. Pedro: a new acquaintance | 3. Theo: a former neighbor | 5. John: your future brother-in-law |
| 2. Ana: an old co-worker | 4. Karen: an ex-girlfriend | 6. Angie: an old friend |

SPEAK with CONFIDENCE

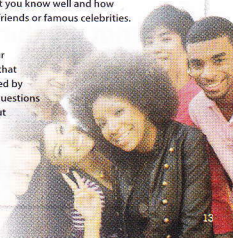
A Write down on a piece of paper the names of four people that you know well and how you know them. Be creative. These people can be your close friends or famous celebrities.

B CLASS ACTIVITY Walk around the classroom and "meet" your classmates. In each conversation, imagine that you and your classmate are at a party hosted by one of the people above. Ask and answer questions about how you know that person and about what you do for a living.

How do you know Scarlett Johansson?

Oh, we worked on a movie together.

Really? What do you do?



Self-Assessment

Through the **Speak Now** lessons, learners evaluate their progress through role-play situations inspired by the Can-Do statements of the Common European Framework (CEFR).

5 How do you know...?

Student A and Student B: Role-play "meeting" and getting to know each other. Use the professions below and your own ideas.

| | |
|----------------------|-------------------------|
| television executive | lawyer |
| computer animator | guitar player in a band |


I can get to know people.

☐ Very well ☐ I need more practice.

I can ask about people's job.

☐ Very well ☐ I need more practice.

See Language Booster page 13.



SOCIALIZING

Scope and Sequence

| | LESSON | PAGE | LISTENING AND PRONUNCIATION |
|-------------|--------------------------------|------|---|
| PEOPLE | 1 I learned a lot from... | 2 | Listening: Listen for significant experiences |
| | 2 Did you hear about...? | 4 | Pronunciation: Linking vowels in phrases |
| | 3 I can't stand it when... | 6 | Listening: Listen for pet peeves |
| | 4 You put up with a lot. | 8 | Pronunciation: Reduction of <i>have you</i> |
| SOCIALIZING | 5 How do you know...? | 12 | Pronunciation: Noun stress |
| | 6 Are you up for...? | 14 | Listening: Listen for invitations |
| | 7 I had thought she was... | 16 | Pronunciation: Intonation for a change of opinion |
| | 8 It's just not my thing. | 18 | Listening: Listen for opinions |
| LIFESTYLES | 9 What exactly is a...? | 22 | Pronunciation: Word stress in a sentence |
| | 10 I decided to... | 24 | Listening: Listen for reasons |
| | 11 I spend too much time... | 26 | Pronunciation: Reduction of <i>-ing</i> endings |
| | 12 You have a point, but... | 28 | Listening: Listen for persuasions |
| CAREERS | 13 My short-term goal is... | 32 | Pronunciation: Adjective Stress |
| | 14 I'm very organized. | 34 | Listening: Listen for strengths and weaknesses |
| | 15 The first thing you need... | 36 | Pronunciation: Intonation in clarifying questions |
| | 16 I'm here to talk about... | 38 | Listening: Listen to a presentation |

REVIEW

CONVERSATION

Asking about significant experiences
Talking about important events

Introducing interesting stories
Asking for details

Describing pet peeves
Sympathizing

Making suggestions
Commenting on suggestions

VIDEO

English in Action



The New Roommate, page 10

CONFIDENCE BOOSTER

Talking about problems

SELF-ASSESSMENT

Speak
NOW

Sharing opinions and
experiences

ONLINE PRACTICE

Getting to know people
Asking about people's jobs

Making invitations
Declining politely

Talking about false assumptions
Summarizing

Expressing a lack of understanding
Expressing opinions without offending someone

English in Action



Tom and Kate, page 20

CONFIDENCE BOOSTER

Talking about people

Speak
NOW

Getting to know people

ONLINE PRACTICE

Asking for clarification
Giving clarification

Giving reasons
Expressing approval

Talking about lifestyles
Evaluating lifestyles

Persuading
Disagreeing politely

English in Action



Roommate Trouble, page 30

CONFIDENCE BOOSTER

Talking about lifestyles

Speak
NOW

Clarifying, persuading,
and disagreeing

ONLINE PRACTICE

Asking about career ambitions
Talking about career ambitions

Asking interview questions
Describing strengths and weaknesses

Giving clear instructions
Restating to show that you understand

Giving presentations
Asking follow-up questions

English in Action



Alex's Presentation, page 40

CONFIDENCE BOOSTER

Discussing strengths and
weaknesses

Speak
NOW

Interviewing and giving
presentations

ONLINE PRACTICE

Scope and Sequence

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LESSON

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Pronunciation: Using a low tone to show negative emotion

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Listening: Listen for causes of stress and advice

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Pronunciation: Using a high tone to show positive emotion

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Listening: Listen for regrets

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Pronunciation: Pausing when relating stories

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Listening: Listen for opinions

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Pronunciation: Stress in two-syllable verbs

| REVIEW | | |
|---|--|---|
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| <p>Relating the plot of movies Describing reactions to movies</p> <hr/> <p>Describing music Joining discussions</p> <hr/> <p>Asking about trends Describing trends</p> <hr/> <p>Sharing surprising news Expressing surprise</p> | <p>English in Action</p>  <p>The New Alex, page 60</p> <p>CONFIDENCE BOOSTER Talking about pop culture</p> | <p>Speak NOW</p> <p>Talking about trends</p> <p>ONLINE PRACTICE ➔</p> |
| <p>Checking in at the airport Confirming information</p> <hr/> <p>Reporting bad news Asking for help or advice</p> <hr/> <p>Comparing and contrasting alternatives Giving reasons for choices</p> <hr/> <p>Describing cultural differences Explaining why something is a problem</p> | <p>English in Action</p>  <p>Alex Woos the Clients, page 70</p> <p>CONFIDENCE BOOSTER Taking a travel survey</p> | <p>Speak NOW</p> <p>Making travel plans</p> <p>ONLINE PRACTICE ➔</p> |
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1

I learned a lot from...

- Asking about significant experiences
- Talking about important events

1 | Vocabulary

A Look at the phrases below. Check each thing that has happened to you in the last five years.

- | | |
|---|--|
| _____ overcome an obstacle | _____ face a challenge |
| _____ get into (a new interest) | _____ make a change |
| _____ have a setback | _____ make the decision to (do something different) |
| _____ have an/the opportunity to (do something you wanted to do) | _____ take a risk |

B PAIR WORK Take turns talking about the things that have happened to you. Ask two follow-up questions.

2 | Conversation

CD1 02 **A** Listen. What happened to Louis recently? What happened to Kristin?

Kristin: Hi, Louis. I hear you've made a big change recently.

Louis: Yeah, I have. I just got a job as a photographer. _____

Kristin: Oh, wow! How did you get into photography? _____

Louis: I had the opportunity to work with a photographer friend of mine. I learned a lot from working with him. I also learned that I wanted to be a professional photographer.

Kristin: That's great! Congratulations!

Louis: Thanks! Oh, that reminds me, Ana tells me that you just moved.

Kristin: Yes, I did. I had a setback last month when I lost my job, but it turned out to be the best thing that ever happened to me. I just got a much better job, and I moved to São Paulo. _____

Louis: I'm sorry to hear about your setback, but so glad to hear about your new job! _____



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|--|--------------------------------------|
| 1. I didn't realize you were a photographer. | 3. I love it! |
| 2. I hope I can visit! | 4. I've always wanted to live there. |

3 | Language Booster

A Notice the different ways we ask about significant experiences and talk about important events.

Asking about significant experiences

I hear that
(Ana) tells me that you just moved.

Oh, that reminds me, (Ana tells me that you just moved).

Talking about important events

It is one of the most exciting things I've ever done.

It turned out to be the best thing that ever happened to me.

It's the best decision I've ever made.

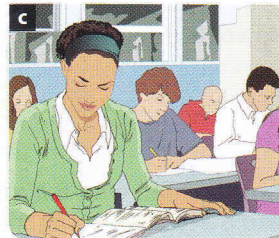
It was one of the biggest challenges I've ever faced.

B PAIR WORK Take turns asking and talking about an important event in your life.

4 | Listening

CD1 03 **A** Listen. Write the correct name under each picture.

Clara Alex Victor Larissa



CD1 03 **B** Listen again. Mark the statements **T** (true) or **F** (false). Then compare your answers with a partner.

- _____ 1. Clara wants to be a teacher. _____ 3. Victor is studying to become a baker.
_____ 2. Alex lost his job last month. _____ 4. Larissa got married last year.

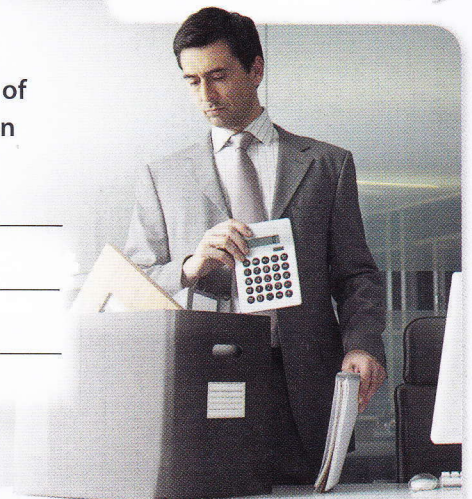
ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Complete each story below with your own idea. Think of the most exciting and challenging things you can. Then share and respond to stories with your partner.

1. I faced a challenge. _____
2. I overcame an obstacle. _____
3. I took a risk. I made the decision to _____

B GROUP WORK Join another pair and share and respond to stories.



2

Did you hear about...?

- Introducing interesting stories
- Asking for details

1 | Vocabulary

A Complete the paragraph with the correct form of a verb in the box.

| | | | | | |
|--------|----------|-------|---------|--------|---------|
| injure | pass out | react | respond | report | witness |
|--------|----------|-------|---------|--------|---------|

Last week, there was a fire at a local school. A lot of people _____₁ the scene. They were worried because the fire kept growing. Luckily, fire fighters _____₂ very quickly. No one was _____₃ from the fire, but a witness was taken to the hospital. The news _____₄ that a woman _____₅ hysterically and couldn't take the excitement. She _____₆ in the middle of the street!

B PAIR WORK Tell your partner about something interesting you recently heard about.

2 | Conversation

CD1 04 **A** Listen. How did the man fall onto the subway track? What did he do after he woke up?

Adam: Hey, did you hear about the man who fell onto a subway track last week?

Teresa: No, how did that happen?

Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out.

Teresa: No way. What happened next?

Adam: Luckily, someone witnessed the whole thing. He jumped onto the track and pulled the guy out.

Teresa: Wow! Did the guy injure himself in the fall?

Adam: Not really. The guy woke up after a few minutes, and he was fine. He got up and finished typing his text message!



B PAIR WORK Practice the conversation.

CD1 05 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we introduce interesting stories and ask for details.

Introducing interesting stories

Did you hear about (the man who fell onto a subway track last week)?
You'll never believe what happened.
You're not going to believe the story I heard.

Asking for details

So what did (he) do?
How did (he) react?
How did that happen?
What happened?

B PAIR WORK Tell your partner an interesting story that you know.

Examples:

A: You'll never believe what happened. My neighbors and I kept losing things, like keys and shoes.

B: How did that happen?

A: It turned out that the neighbor's new cat was taking things and hiding them in the basement!

4 | Pronunciation Linking vowels in phrases

CD1 06 A Listen to these phrases. Notice that any word that begins with a vowel inside a phrase links with the word before it.

1. heardd about 2. to a friend 3. the story I heard 4. passes out

B Complete the conversation below with your own ideas. Then circle the words that begin with vowels.

A: Did you hear about the woman in California who _____.

B: What happened?

A: Well, this woman _____.

C PAIR WORK Practice the conversation with a partner.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Work with a partner to make a list of interesting or unusual stories you've heard about recently.

B GROUP WORK Take turns telling the most interesting story to your group members.

Did you hear about the company who held an office chair race?

No way! What happened?

C CLASS ACTIVITY Present one story from your group. Choose the most interesting story from the class.



3

I can't stand it when...

• Describing pet peeves

• Sympathizing

1 | Vocabulary

A Check (✓) the things that annoy you.

_____ when people **interrupt** me_____ when salespeople are **rude**_____ when a server **ignores** me_____ when people **stare** at me_____ when people **chew** loudly_____ when people are **arrogant**_____ when people **leave** dirty dishes_____ when people have poor driving **etiquette**B **PAIR WORK** Tell your partner about two of your pet peeves.

2 | Conversation

CD1 07 A Listen. Why is Marco annoyed? What are other things that annoy Jenny and Marco?



Marco: Hi, Jenny. I'm so annoyed.

Jenny: What's wrong, Marco? _____

Marco: I was just at the movies, and there was a guy there who talked through the whole thing. I can't stand it when people talk during a movie.

Jenny: Yeah, I know what you mean. It gets on my nerves when people are rude like that. But it really gets me when people text during a movie.

Marco: Yeah, I hear you. _____

Jenny: You know what else bugs me? I hate it when people chew their popcorn really loudly.

Marco: Me, too! Oh, and it bugs me when people leave their popcorn and sodas on the floor after the movie instead of throwing them away.

Jenny: Oh, same here! _____

Marco: Maybe we should just start watching movies at home from now on. _____

B **PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. That's one of my pet peeves, too.

3. We might get less annoyed.

2. You look upset.

4. People should turn their phones off in the theater.

3 | Language Booster

A Notice the ways we describe pet peeves and sympathize with the other person.

| Describing pet peeves | | Sympathizing |
|---------------------------|---|-----------------------------|
| I hate it when | people chew loudly. people are rude. | Yeah, I know what you mean. |
| I can't stand it when | | I can't either. |
| It bugs me when | | Same here. |
| It gets on my nerves when | | Yeah, I hear you. |

B PAIR WORK Take turns describing your biggest pet peeves.

Examples:

A: So what's your one of your biggest pet peeves?

B: I can't stand it when my roommate leaves her clothes all over the apartment.

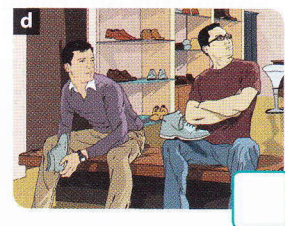
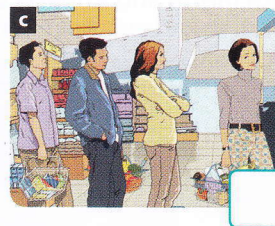
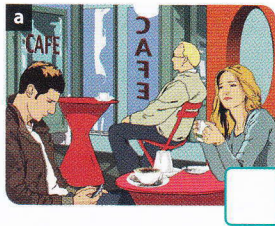
A: Yeah, I hear you.

B: How about you?

A: It bugs me when people are arrogant.

4 | Listening

CD1 08 A Listen to four people describe their pet peeves. Number the pictures from 1 to 4.



CD1 08 B Listen again. In each conversation, does the listener have the same pet peeve or not? Write yes or no.

1. _____ 2. _____ 3. _____ 4. _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A CLASS ACTIVITY Walk around the class. Ask your classmates, "What's your biggest pet peeve?" Write the person's name and his or her biggest pet peeve.

| Name | Pet peeve |
|------|-----------|
| | |
| | |
| | |

B GROUP WORK Share the three most interesting pet peeves you learned about your classmates.



4

You put up with a lot.

- Making suggestions
- Commenting on suggestions

1 | Vocabulary

A Read the sentences about common friendship problems. Check (✓) the ones you have experienced.

- _____ 1. Your friend seems to feel **awkward** around your other friends.
- _____ 2. You **confront** your friend about a problem, and he or she gets angry and stops speaking to you.
- _____ 3. Your friend wants to **hang out with** you all the time, but you have things to do.
- _____ 4. Your friend **keeps** asking you to lend him or her money.
- _____ 5. Your friend is **pushy** around your other friends and constantly interrupts them when they talk.
- _____ 6. Your friend expects you to **put up with** his or her lateness, but gets upset when you are late.
- _____ 7. Your friend lied to you, and you are beginning to **resent** him or her because of it.

B PAIR WORK Describe a problem you have had with a friend. Are you still friends with the person?

2 | Conversation

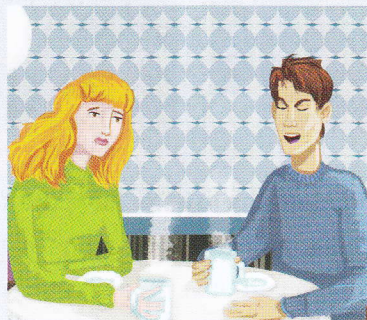
CD1 09 **A** Listen. Why isn't Pablo with Ingrid and Robert? What is Robert going to do?



Ingrid: Hi, Robert. Where's Pablo? I thought he was hanging out with us tonight.

Robert: Hi, Ingrid. He canceled at the last minute.

Ingrid: Again? You put up with a lot from him.



Robert: Yeah, he keeps doing it. I'm starting to resent him for it.

Ingrid: Have you tried confronting him about it?

Robert: Do you really think that's a good idea? I don't want to be pushy and have an awkward conversation.



Ingrid: If you don't feel comfortable talking to him, you might want to consider texting him about it.

Robert: That's not a bad idea. I'll give it a try.

Ingrid: Great! Let me know how it turns out.

B PAIR WORK Practice the conversation.

CD1 10 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we make and comment on suggestions.

Making suggestions

| | |
|-------------------------------|------------------|
| Have you thought about | confronting him? |
| Have you tried | |
| You might want to consider | texting him. |
| You might want to think about | |

Commenting on suggestions

Do you really think that's a good idea?
That might work.
That's worth thinking about.
I'm not really sure that would work.
That's not a bad idea.

B PAIR WORK Share and give advice about the friendship problems below.

My friend is ignoring me. My friend told my secret. My friend lied about me.

4 | Pronunciation Reduction of *have you*

CD1 11 A Listen. Notice the way *have you* is reduced in these sentences to sound like *havya*.

1. **Haveya** thought about asking her?
2. **Haveya** tried confronting him about it?
3. **Haveya** considered texting him?

B PAIR WORK Share and give advice about the friendship problems in the Language Booster section, part B. This time, pay attention to your pronunciation of *have you*.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Look at the friendship problems in the Vocabulary section. Think of a possible solution for each problem.

My friend expects me to put up with his lateness, but gets upset when I am a few minutes late.

That's not fair. You might want to consider saying something to him.

B GROUP WORK Describe a friendship problem to your group and respond to each person's advice. Then vote on the best piece of advice.



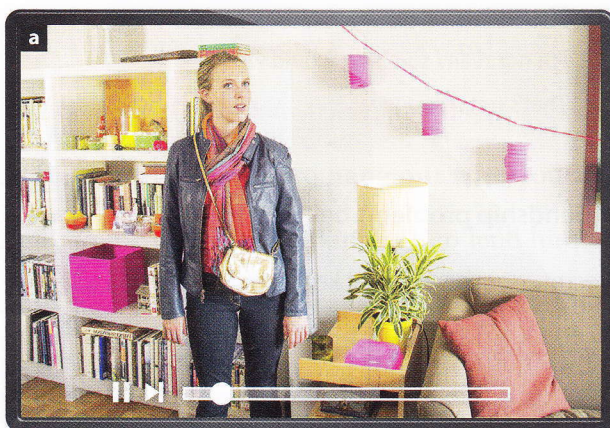
English in Action

ONLINE PRACTICE



1 | Preview

PAIR WORK Look at the photos. Maria needs a new roommate. She is talking to Kate to see if she would be a good roommate. What do you think they are talking about? What questions would you ask Kate?



2 | Practice

A Watch the video. Mark the statements **T** (true) or **F** (false).

- _____ 1. Kate likes Maria's apartment. _____
- _____ 2. Kate is the first person that Maria has interviewed. _____
- _____ 3. Kate is upset because she lost her job. _____
- _____ 4. Maria has a new job. _____
- _____ 5. Kate didn't get along well with one of her old roommates. _____
- _____ 6. At the end, Maria thinks Kate is a wonderful roommate. _____

B Watch the video again. Rewrite the false statements so they are true.

3 | Discuss

GROUP WORK Answer the questions.

1. Do you think Kate lied to Maria? Why or why not?
2. Do you agree with Tom's advice? What do you think Maria should do?
3. Have you ever had problems with people you live with? What kinds of problems?



1 I learned a lot from...

Student A and **Student B**: Imagine that you recently experienced one of the big changes listed below. Describe the change to your partner.

You lost your job.

You moved to a new country.

I can ask about significant experiences.

☐ Very well ☐ I need more practice.

I can talk about important events.

☐ Very well ☐ I need more practice.

See Language Booster page 3.



2 Did you hear about...?

Student A and **Student B**: Take turns introducing and asking for details on the stories below. Use your imagination to make up details of the story.

A man found a box full of gold coins hidden in his basement.

A six-year-old girl wrote a novel.

A dog learned how to tell the time.

I can introduce interesting stories.

☐ Very well ☐ I need more practice.

I can ask for details.

☐ Very well ☐ I need more practice.

See Language Booster page 5.



3 I can't stand it when...

Student A and **Student B**: Choose one of the pet peeves below. Take turns describing why it bothers you and sympathizing.

People who eat with their mouths open.

People who finish your sentences.

People who are always late to appointments.

I can describe pet peeves.

☐ Very well ☐ I need more practice.

I can sympathize.

☐ Very well ☐ I need more practice.

See Language Booster page 7.



4 You put up with a lot.

Student A and **Student B**: Choose one of the friendship problems below. Take turns describing a problem and making suggestions.

Your friend is gossiping about you.

Your friend borrowed money from you and won't pay you back.

Your friend said he was busy, but he lied.

I can make suggestions.

☐ Very well ☐ I need more practice.

I can comment on suggestions.

☐ Very well ☐ I need more practice.

See Language Booster page 9.



5

How do you know...?

- Getting to know people
- Asking about people's jobs

1 | Vocabulary

A Imagine that you wanted to invite some people to your home for dinner. Which of these people would you invite? Check (✓) your answers.

- | | |
|---|---|
| _____ 1. an acquaintance from school | _____ 5. your future sister-in-law |
| _____ 2. an exercise buddy | _____ 6. an old friend |
| _____ 3. an ex -boyfriend or -girlfriend | _____ 7. an old neighbor |
| _____ 4. a former co-worker | _____ 8. a prospective employer |

B PAIR WORK Who did you choose to invite? Explain your answers to your partner.

Example:

A: Would you invite an acquaintance from school to a dinner at your home?

B: Yes, I would. I have a few acquaintances at school that I would like to get to know better.

2 | Conversation

CD1 **12 A** Listen. How does Sarah know Eva? What is Luisa's job?

Luisa: So, how do you know Eva?

Sarah: Well, Eva's my old neighbor. I used to live in the apartment across from hers.

Luisa: Oh, right. I think we've met before.

Sarah: Yes, you look familiar. You used to come over to visit Eva once in a while.

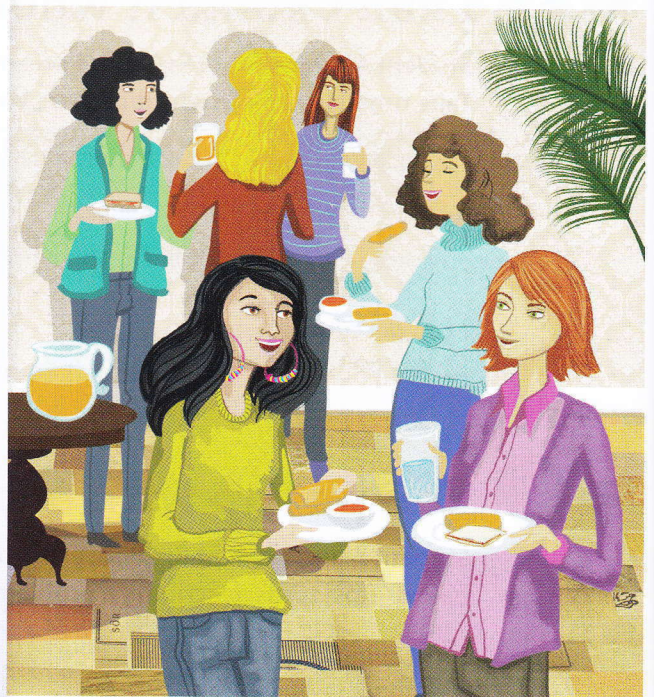
Luisa: That's right. Eva is a former classmate of mine. We had a few classes together in college, and we used to study together a lot.

Sarah: I see. And what do you do now?

Luisa: I work as an assistant in an advertising firm.

Sarah: That sounds interesting. Do you enjoy it?

Luisa: Yes, I do.



B PAIR WORK Practice the conversation.

CD1 **13 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the expressions we can use when we're getting to know people and asking them about their jobs.

Getting to know people

How do you know (Eva)?
I think we've met before.
Haven't we met?
You look familiar.

Asking about people's jobs

What do you do?
How did you get into that line of business?
That sounds interesting. Do you enjoy it?
How did you get interested in (advertising)?

B PAIR WORK Talk with a partner as though you are meeting each other at a social event.

Example:

A: Hi, I'm Erica.

B: Hi, Erica. I'm Douglas. You look familiar...

4 | Pronunciation Noun stress

14 A Listen to these phrases. Notice that the nouns in these phrases get more stress than the adjectives.

- | | | |
|---------------------------|--------------------------------|---------------------------------|
| 1. former neighbor | 3. prospective employer | 5. future sister -in-law |
| 2. ex- boy friend | 4. old friend | 6. new co -worker |

B PAIR WORK Take turns asking and answering the question "How do you know...?" Use the cues below to answer. Pay attention to noun stress.

- | | | |
|------------------------------|----------------------------|-------------------------------------|
| 1. Pedro: a new acquaintance | 3. Theo: a former neighbor | 5. John: your future brother-in-law |
| 2. Ana: an old co-worker | 4. Karen: an ex-girlfriend | 6. Angie: an old friend |

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write down on a piece of paper the names of four people that you know well and how you know them. Be creative. These people can be your close friends or famous celebrities.

B CLASS ACTIVITY Walk around the classroom and "meet" your classmates. In each conversation, imagine that you and your classmate are at a party hosted by one of the people above. Ask and answer questions about how you know that person and about what you do for a living.

How do you know Scarlett Johansson?

Oh, we worked on a movie together.

Really? What do you do?

Are you up for...?

• Making invitations

• Declining politely

1 | Vocabulary

A Read the sentences below about things to do on a weekend night. Check the sentences that are true for you.

- ____ 1. On Friday and Saturday nights, I'm usually **up for** going out.
- ____ 2. I like to **catch** a movie with my friends once a week or more.
- ____ 3. I like to **get a bite to eat** with friends at least once a week.
- ____ 4. When I'm really busy, but I'll try to **swing by** for a little while.
- ____ 5. I like to **try out** new restaurants whenever I can.
- ____ 6. I'm usually really **beat** after work or school, so I don't go during the weekdays.
- ____ 7. On some nights, I'm just not **in the mood** to go out, so I stay home.

B PAIR WORK Tell your partner what you like to do on weekend nights.

2 | Conversation

CD1 15 **A** Listen. Why do Max and Lia decline Bruno's invitations? Where is Bruno going to go for dinner?



Bruno: Hey, Max. Are you up for going out tonight? I was thinking we could try out the new Italian restaurant on Market Street. ____



Max: I'm not really in the mood to go out, actually. I'm pretty beat. ____



Bruno: Hi, Lia. What do you say we try out the new Italian place? ____



Lia: I really wish I could, but I have to study for an exam. ____



Bruno: Hey, Paul. Are you in the mood to get a bite to eat tonight?



Paul: Sure! That sounds great! I don't feel like cooking tonight. Hmmm, how about Thai food?



Bruno: Sure, I'll eat anything at this point. ____

B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. I've heard that it's great!

3. I worked ten hours today.

2. I am a bit overwhelmed.

4. I'm starving!

3 | Language Booster

A Notice the different ways we make invitations and decline politely.

Making invitations

Are you up for (going out tonight)?
Are you in the mood to...?
How about...?
What do you say we try out the...?
Do you feel like...?
How does...sound?

Declining politely

I'm not sure I'm up for that tonight.
I really wish I could, but I have to (study for an exam).
I'm not really in the mood to go out, actually.
That sounds really fun, but I'm afraid I have other plans.

B PAIR WORK Invite your partner to do something tonight. Your partner politely declines.

4 | Listening

16 A Listen to people making and responding to invitations. What are they inviting people to do? Number the pictures from 1 to 4.



16 B Listen again. Why does each person decline the invitation?

1. _____
2. _____
3. _____
4. _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write a reason why you might decline each of the invitations below.

1. try out the new cafe downtown: _____
2. take in a play on Friday evening: _____
3. catch a movie on Saturday afternoon: _____

B PAIR WORK Take turns making and declining invitations to do the things listed above.

7

I had thought she was...

- Talking about false assumptions
- Summarizing

1 | Vocabulary

A Look at the words and phrases for describing people. Next to each one, write the name of someone you've known in the past who fits the description.

- | | | |
|--------------------------|----------------------|-----------------------|
| 1. standoffish: _____ | 4. insecure: _____ | 7. sarcastic: _____ |
| 2. unapproachable: _____ | 5. bubbly: _____ | 8. introverted: _____ |
| 3. conceited: _____ | 6. gregarious: _____ | 9. extroverted: _____ |

B PAIR WORK Describe someone that you know who matches the descriptions above. Explain why you think the person fits that description.

2 | Conversation

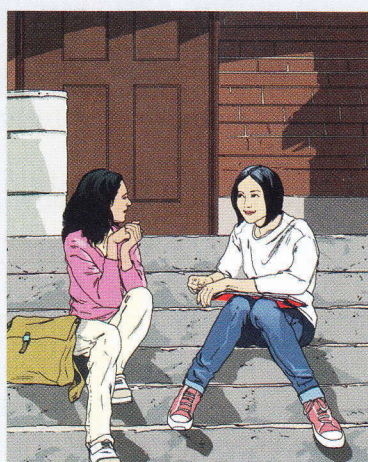
CD1 17 **A** Listen. What does Anna think of Susan at the beginning of the conversation? How does she feel at the end?



Anna: Do you know Susan Park?

Crystal: Yeah, I know her. We had a few classes together last semester.

Anna: I don't think she likes me. She seems kind of conceited.



Crystal: Oh, I'm sure she likes you. I used to think she didn't like me, too.

Anna: Really?

Crystal: Yeah. I had thought she was standoffish, but it turns out she is actually just introverted. She's on the quiet side, but she's very witty.



Anna: So what you're saying is you really like her.

Crystal: Yeah, I do. Once she felt comfortable with me, she opened up.

Anna: That's good to know. I'll try a little harder to talk to her.

B PAIR WORK Practice the conversation.

CD1 18 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we talk about false assumptions and summarize.

Talking about false assumptions

I had thought she was (standoffish), but it turns out that she is actually just (introverted).
I'd always assumed that she was..., but in reality...
Everyone always said she was..., but the truth is she is...

Summarizing

So, what you're saying is (you really like her).
In other words, you didn't really hit it off.
So, you'd never actually gotten to know her.
It sounds like everyone had misjudged her.

B PAIR WORK Describe someone that you originally made a false assumption about.

Example:

A: My friends have always assumed that I was extroverted, but in reality I'm introverted.

B: It sounds like everyone had misjudged you.

4 | Pronunciation Intonation for a change of opinion

CD 19 A Listen to these sentences about false assumptions. Notice the changes in intonation.

- Everyone always said she was shy, but the truth is she is really gregarious.
- I'd always assumed that she was conceited, but in reality she's very sweet.

B PAIR WORK Take turns making sentences about people using the cues below.

- rude / polite
- polite / rude
- self-confident / insecure
- insecure / self-confident

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Make a list of three people that you made false assumptions about when you first met them. Write their names, your first assumptions, and what you later learned about them.

| Names | First assumptions | What you learned |
|-------|-------------------|------------------|
| | | |
| | | |
| | | |

B PAIR WORK Describe the people you listed above to your partner. Your partner summarizes what you say.



8

It's just not my thing.

- Expressing a lack of understanding
- Expressing opinions without offending someone

1 | Vocabulary

A Read the survey below. Write answers to the questions.

1. How do you **keep up with** old friends? _____
2. Do you **participate** in social networking? _____
3. How often do you **post** messages on people's **walls**? _____
4. How often do you **share links** to articles and videos on your wall? _____
5. How many people are you **connected** to? _____
6. Do you ever **upload** photos and **tag** people in them? _____

B PAIR WORK Explain your answers to the survey to your partner.

2 | Conversation

CD1 20 **A** Listen. What does Nina like to do on Facebook? Why doesn't Andy spend time on Facebook?



Nina: Hey, Andy. I posted a message on your wall.

Andy: Oh, sorry. I hardly ever read those messages. _____

Nina: I just don't get why you don't love Facebook. I'm on it all the time.

Andy: It's just not really my thing. _____

Nina: I like to keep up with old friends and connect with new ones. And I like to upload photos of things I do with my friends and family.

Andy: Oh, I don't like it when people tag me in photos.

Nina: Really? I don't see why you don't like to be tagged. _____

Andy: I'm sure it can be fun, but it's just not for me. I'm a pretty private person.

Nina: Yeah, I can understand that. But I also like to check out the links that people share. _____

Andy: I can see why some people like that, but it just doesn't interest me.



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. I don't go on Facebook very often.

3. That's how I get my news.

2. It's fun to see photos of people.

4. What do you do on Facebook?

3 | Language Booster

A Notice the ways we express a lack of understanding and give opinions without offending someone.

Expressing a lack of understanding

I don't get why you like (Facebook) so much.
I guess I don't really understand what you get out of it.
I don't see why you don't like (to be tagged in photos).
I just don't get why you don't love...

Expressing opinions without offending someone

I'm sure it can be fun, but it's just not for me.
I can see why some people like it, but it just doesn't interest me.
It's just not really my thing.
It's not that I don't like..., it's that I like... better.

B PAIR WORK Choose a topic below and imagine that your partner likes it, and you don't understand why. Your partner will explain why he or she likes it.

tagging friends spending time on social networks commenting on posts linking with strangers

4 | Listening

CD 21 A Listen to Ben and Dana talk about social networks they like and don't like. Write the name of the person who likes a social network below.

| | Name | Reason |
|-----------|------|--------|
| Pinterest | | |
| Facebook | | |
| Twitter | | |

CD 21 B Listen again. Write the reasons why the person likes the social network. Do you use any of the social networks? Do you agree with Dana or Ben?

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Make a list of two activities that you really like and two that you really don't like.

| Activities you like | Activities you don't like |
|---------------------|---------------------------|
| 1. | 1. |
| 2. | 2. |

B PAIR WORK Discuss why you like or dislike the activities.

C GROUP WORK What's the least popular activity and the most popular activity in the group?

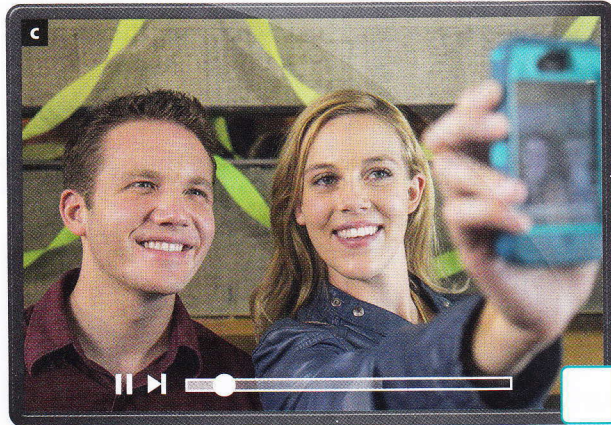
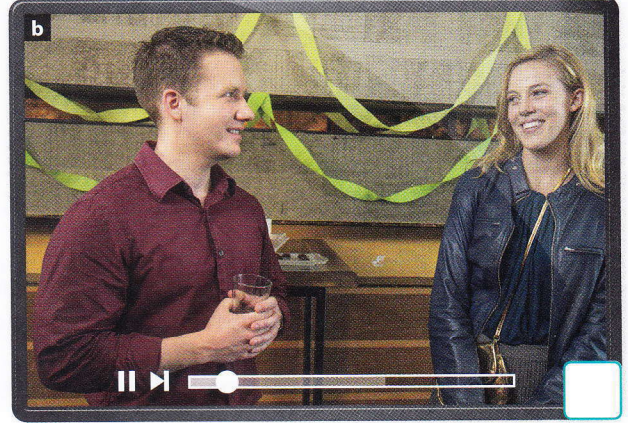
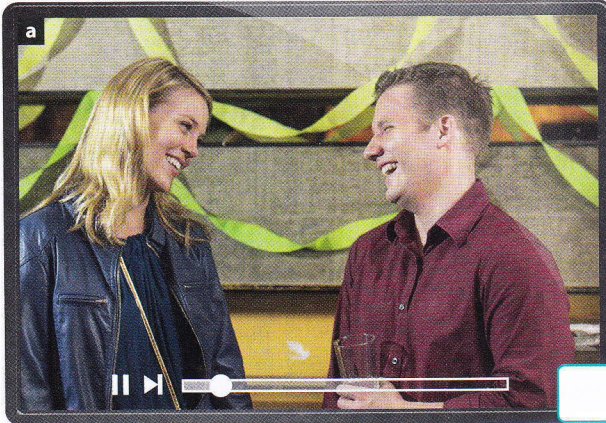


English in Action

ONLINE PRACTICE

1 | Preview

PAIR WORK Look at the photos below. What do you think happens? Put them in order from 1 to 4. How do you think Tom and Kate feel in each photo?



2 | Practice

A Watch the video. Answer the questions.

1. Why is Tom going to the cafe?
2. Why doesn't Alex want to go with him?
3. How does Tom know Anna?
4. How does Kate know Anna?
5. Why does Tom look familiar to Kate?
6. What does Tom mean by "small world!"

B Watch the video again. List three things that Tom and Kate have in common.

3 | Discuss

GROUP WORK Answer the questions.

1. Do you like to meet new people? Why or why not?
2. Think of a person you really hit it off with (liked when you first met him/her). Why did you like each other? What did you have in common?
3. Do you have any "small world" stories that have happened to you or someone you know? Share the story.

5 How do you know...?

Student A and **Student B**: Role-play "meeting" and getting to know each other. Use the professions below and your own ideas.

television executive lawyer
computer animator guitar player in a band

I can get to know people.

☐ Very well ☐ I need more practice.

I can ask about people's job.

☐ Very well ☐ I need more practice.

See Language Booster page 13.



6 Are you up for...?

Student A and **Student B**: Take turns making and politely declining invitations to do the activities below.

try out a new raw food restaurant
get a bite to eat after class
go to a cafe to listen to your friend's band play

I can make invitations.

☐ Very well ☐ I need more practice.

I can decline invitations politely.

☐ Very well ☐ I need more practice.

See Language Booster page 15.



7 I had thought she was...

Student A and **Student B**: Take turns talking about false assumptions about people using the descriptions below.

unfriendly / shy extroverted / introverted on the quiet side / bubbly
sarcastic / sweet a homebody / gregarious rude / warm

I can talk about false assumptions.

☐ Very well ☐ I need more practice.

I can summarize what someone said.

☐ Very well ☐ I need more practice.

See Language Booster page 17.



8 It's just not my thing.

Student A and **Student B**: You and your partner each choose two of the activities below. You like the activities that you choose, and your partner doesn't. Discuss why you like or dislike the activities.

connecting through Skype chatting online
blogging reading the news online

I can express a lack of understanding.

☐ Very well ☐ I need more practice.

I can express opinions without offending someone.

☐ Very well ☐ I need more practice.

See Language Booster page 19.



9

What exactly is a...?

- Asking for clarification
- Giving clarification

1 | Vocabulary

A Complete the questionnaire below about your eating habits.

| | Not at all true | Somewhat true | Very true |
|--|-----------------|---------------|-----------|
| 1. I eat junk food on a regular basis. | | | |
| 2. I try to have nutritious food at every meal. | | | |
| 3. I have a vegan diet. | | | |
| 4. I'm a vegetarian . | | | |
| 5. I eat only organic produce. | | | |
| 6. I try to eat locally-sourced produce whenever I can. | | | |
| 7. I consider myself a locavore . | | | |
| 8. I eat a lot of processed foods . | | | |

B **PAIR WORK** Explain your answers to the questionnaire to your partner.

2 | Conversation

CD1 22 A Listen. Where does Julia want to go for lunch? Why doesn't Eric want to go there?



Julia: Hey, Eric. I'm starving. Do you want to have lunch?

Eric: Yeah, I'm hungry, too.

Julia: Great. How about the burger place downtown?

Eric: Oh, well, I don't really like to eat junk food. And actually, I'm a vegan.

Julia: What do you mean by "vegan"? Is that the same thing as a vegetarian?

Eric: It's not exactly the same thing. A vegan is a person who doesn't eat any animal products, not even milk or cheese.

Julia: Oh, I see. Where would you like to eat?

Eric: I've been wanting to try the new sandwich place.
All their food is organic and locally sourced.

Julia: I'm not sure what you mean by "locally sourced."

Eric: What I mean is all the food comes from local farms.

Julia: Oh, well, that sounds great.



B **PAIR WORK** Practice the conversation.

CD1 23 C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask for and give clarification.

Asking for clarification

What do you mean by ("vegan")?

What exactly is a...?

I don't really get what...means.

I'm not sure what you mean by...

Giving clarification

A (vegan) is a person who (doesn't eat any animal products)

It's a...

It means...

What I mean is...

B **PAIR WORK** Choose one of the words or phrases below to explain. Look them up in a dictionary if necessary. Then take turns asking and answering for clarification about the words.

artificial ingredients

dietary restrictions

gluten-free diet

Example:

A: I can't eat pizza. I have dietary restrictions.

B: What do you mean by "dietary restrictions"?

4 | Pronunciation Word stress in a sentence

A Listen to the sentences. Notice that the most important words, or the content words, are stressed. Words like articles, prepositions, pronouns, and auxiliary verbs are not stressed.

A: I **don't** really get what "**locally sourced**" means.

B: It **means** **all** the **food** **comes** from **local** **farms**.

B **PAIR WORK** Tell a partner about one of your eating habits or restrictions. Pay attention to the word stress in your sentences.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write down your own eating habits.

Foods you like to eat:

Foods you eat frequently:

Foods you don't eat:

Foods you should eat more often:

B **GROUP WORK** Share information about your eating habits. Ask for and give clarification.

10

I decided to...

- Giving reasons
- Expressing approval

1 | Vocabulary

A Look at the article about keeping a clean home environment. Choose the correct word in each pair to complete the article.

Is **clutter** / **declutter** in your home affecting your life? Some researchers have found that a messy home can cause people to **tidy up** / **procrastinate** on their tasks and can make them feel tired all the time. **Tidy up** / **Procrastinating** your stacks of papers and magazines and **organizing** / **sticking to** your life may feel like an enormous job, but you can **neat** / **declutter** your home a little bit at a time. Don't do it all at once, and don't do it **stick to it** / **at the last minute** before weekend houseguests are due to arrive. Instead, take 15 minutes at the end of each workday to clean up a small area of your home. Make this activity a daily habit and **stick to it** / **procrastinate**. Say goodbye to clutter for good!

B PAIR WORK Discuss the ideas in the article. Do you think clutter can affect a person's life? Explain.

2 | Conversation

CD1 25 **A** Listen. What did Leo do? Why did he do it?

Michele: Hey, Leo. Your desk is so neat now. _____

Leo: Well, I decided to get organized and tidy up my work station because I can never find anything.

Michele: That's great! And is that a calendar on your computer screen? _____

Leo: Yes, it is. I'm always procrastinating and doing things at the last minute, so I decided to make a schedule for myself and stick to it. _____

Michele: I'm impressed. And how is it all working out for you? Are you getting more done?

Leo: Not really. I'm actually behind in my work because I've spent the last two days getting organized. And I think my desk is too neat now! _____



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|---------------------------|--|
| 1. I can't find anything. | 3. I've never seen you use a calendar before. |
| 2. What happened? | 4. It will also help me be on time for meetings. |

3 | Language Booster

A Notice the ways we give reasons and express approval.

Giving reasons

I decided to (get organized) because
(I can never find anything).
I'm always..., so I decided to...
Since I..., I decided to...

Expressing approval

Good for you!
That's great!
I'm impressed

B **PAIR WORK** Tell your partner about one thing you'd like to change about yourself and why.

Example:

A: Since I can never remember important appointments, I decided to organize my calendar.

B: That's great!

4 | Listening

26 A Listen. Sandra is organizing her room. Number the topics in the order that you hear them.

| Topics | Reasons for the changes |
|---|-------------------------|
| _____ try on clothes | |
| _____ get rid of some clothes and books | |
| _____ neaten up closet | |
| _____ make room on bookshelf | |
| _____ organize desk | |

26 B Listen again. Write the reason for each change in the chart above.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Make a list of some ways that you can organize your life better and the problems that this organization might help with.

- 1.
- 2.
- 3.
- 4.

B **GROUP WORK** Discuss the changes that you would like to make and the reasons that you would like to make them.

11

I spend too much time...

• Talking about lifestyles

• Evaluating lifestyle

1 | Vocabulary

A Check the activities below that you do regularly.

- | | |
|--|---|
| _____ 1. reading blogs | _____ 5. visiting social networking sites |
| _____ 2. uploading videos to video-sharing sites | _____ 6. listening to podcasts |
| _____ 3. watching live streams of lectures | _____ 7. communicating with video chats |
| _____ 4. downloading smartphone apps | _____ 8. posting messages on message boards |

B **PAIR WORK** Tell your partner about two of the activities that you do and how often you do them.

2 | Conversation

CD1 27 A Listen. Why does Michael look so tired? What does Michael decide that he needs to do?

David: You look tired, Michael.

Michael: Yeah, I spent the whole night updating my website and posting on message boards.

David: Weren't you up really late the night before, too?

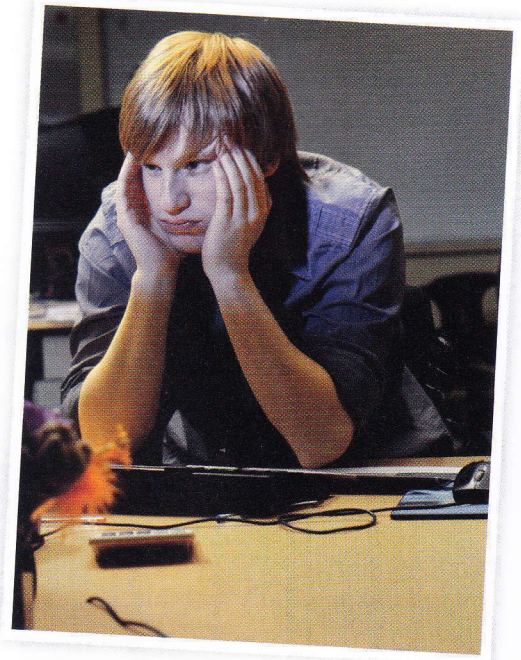
Michael: Uh-huh. I was up half the night watching a live stream of a concert.

David: You didn't sleep much over the weekend either.

Michael: I know. I was busy researching and writing new blog posts. I was also uploading videos to a video-sharing site.

David: I'm surprised that you can even talk to me right now.

Michael: I know. I should really get more sleep. I spend too much time online.

B **PAIR WORK** Practice the conversation.

CD1 28 C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we talk about and evaluate lifestyles.

Talking about lifestyles

I was up half the night
I spent the whole night
I was out most of the day...

updating my website.

Evaluating lifestyles

I spend too much time (online).
I should really (get more sleep).
I need to limit...

B PAIR WORK Look at the technology-related lifestyle habits below. Which ones apply to you? Discuss and evaluate your lifestyles.

watching TV until late at night

eating junk food

spending a lot of money shopping online

checking for texts every five minutes

4 | Pronunciation Reduction of *-ing* endings

A Listen to the sentences. Notice the reduction of *-ing* endings which makes the *-ing* sound like *in'*.

1. I was up all night **updatin'** my website.
2. I spent the whole night **watchin'** videos.
3. I spend too much time **chattin'** online.
4. I was out most of the day **runnin'** errands.

B PAIR WORK Think of a recent day when you were busy. Tell a partner what you spent most of the day doing. Pay attention to reducing *-ing* endings.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write three technology-related activities that you did in the last week that you feel are bad lifestyle habits.

1. _____
2. _____
3. _____

B GROUP WORK Discuss the lifestyle habits that you wrote above.

C CLASS ACTIVITY Share your group lifestyle habits. What are some common lifestyle habits?



12

You have a point, but...

• Persuading

• Disagreeing politely

1 | Vocabulary

A Look at the words and phrases below. Write each one in the correct category in the chart.

energy-efficient appliances
global warming
greenhouse gases
recycling
waste
public transportation
landfill
hybrid cars
reducing your carbon footprint

| Things that hurt the environment | Things that can improve the environment |
|----------------------------------|---|
| | |

B PAIR WORK Discuss things you do to protect the environment.

2 | Conversation

CD1 30 **A** Listen. Why does Mia use CFL bulbs? Why doesn't Paula want to use them?



Paula: Is that one of those CFL bulbs? What are they?

Mia: Yeah, it is. CFL stands for compact fluorescent light bulbs. I only use these now. _____

Paula: But aren't those light bulbs kind of expensive? _____



Mia: Sure, they're a little more expensive, but they last a lot longer than incandescent bulbs. And they're better for the environment because they're energy-efficient. _____

Paula: You have a point, but it's still costly. _____



Mia: But don't you think we should do whatever we can to reduce our carbon footprints?

Paula: Yes, I guess we should, but I'm still not convinced that CFL bulbs are the most environmentally responsible choice.

B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. They use about a third of the energy that regular bulbs use.

3. I really like them.

2. I heard that they cost a lot.

4. I'm trying to save money.

3 | Language Booster

A Notice the ways we persuade and disagree politely.

Persuading

Don't you think (we should do whatever we can)?

Isn't it important to...?

If everyone..., then...

Disagreeing politely

You have a point, but (it's still costly).

I see what you mean, but...

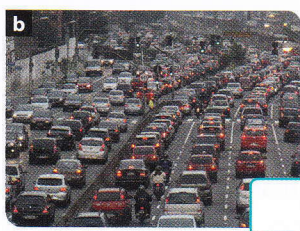
That may be true, but on the other hand...

I guess..., but I'm still not convinced...

B **PAIR WORK** Consider the ideas you discussed in the Vocabulary section. Describe one way to protect the environment and persuade your partner that it is important.

4 | Listening

31 A Listen to three conversations about environmental topics. Number the pictures from 1 to 3. There is one extra.



32 B Listen again. Do the speakers successfully persuade the people that they're talking to? Write yes or no.

1. _____ 2. _____ 3. _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A **PAIR WORK** Write one thing that you both think people should do to protect the environment and brainstorm as many persuasive arguments as you can.

Way to protect the environment:

Persuasive arguments:

B **GROUP WORK** Work with another pair and try to persuade them to agree with your idea.

English in Action

ONLINE PRACTICE



1 | Preview

PAIR WORK Look at the photos. What kind of changes do you think Maria is making to her lifestyle? Why?



2 | Practice

A Read the story below. Then watch the video and cross out the incorrect information.

Maria slept past noon on Saturday because she'd been up half the night updating her blog. Maria explained to Kate that she intended to make some changes to her lifestyle in order to save money. She planned to turn off the lights during the day, use flashlights instead of electric lights, and do more recycling.

Kate told Maria that she was trying to be more productive because she'd been very lazy lately. She was getting many things done at once: organizing papers, listening to music, chatting on the phone, doing laundry, and learning Chinese.

That afternoon, Tom and Maria got together at a park. Maria complained to Tom that her roommate was sarcastic and loud. Then Tom told Maria about an interesting woman named Kate that he'd met recently. When they realized that Tom's new friend was the same person as Maria's roommate, they had a good laugh.

B Watch the video again. Correct the mistakes in the story above.

3 | Discuss

GROUP WORK Answer the questions.

1. Who would you rather have as a roommate, Maria or Kate? Why?
2. What qualities do you think are important in a good roommate?
3. Do you sometimes do several things at the same time? Which things?

LIFESTYLES

9

10

11

12

VIDEO



9 What exactly is a...?

Student A and **Student B**: Choose one of the dietary restrictions below or think of your own. Ask for and give clarification as necessary.

dairy-free diet

nut-free diet

carb-free diet

I can ask for clarification.

☐ Very well

☐ I need more practice.

I can give clarification.

☐ Very well

☐ I need more practice.

See Language Booster page 23.



10 I decided to...

Student A and **Student B**: Choose two of the actions below and imagine reasons why you would want to do them. Then explain the changes and why you are making them.

You decided to reorganize your home.

You decided to get a complete makeover.

You decided to move to another country.

I can give reasons.

☐ Very well

☐ I need more practice.

I can express approval.

☐ Very well

☐ I need more practice.

See Language Booster page 25.



11 I spend too much time...

Student A and **Student B**: Choose one of these lifestyle habits and come up with your own. Then discuss and evaluate the habit with your partner.

I spend a lot of time shopping.

I play a lot of online games.

I stay up too late reading.

I watch sports a lot.

I can talk about lifestyles.

☐ Very well

☐ I need more practice.

I can evaluate lifestyles.

☐ Very well

☐ I need more practice.

See Language Booster page 27.



12 You have a point, but...

Student A and **Student B**: Choose one of the actions below or think of your own. Persuade your partner to do it while he or she disagrees politely.

Ride a bike to school or work.

Stop eating meat.

I can persuade someone.

☐ Very well

☐ I need more practice.

I can disagree politely.

☐ Very well

☐ I need more practice.

See Language Booster page 29.



13

My short-term goal is...

- Asking about career ambitions
- Talking about career ambitions

1 | Vocabulary

A Look at the letter to a career counselor. Complete the sentences with the words in the box.

| | | | |
|----------------|--------------------|--------------|---------------|
| a. career path | c. entry-level job | e. position | g. raise |
| b. dream job | d. long-term | f. promotion | h. short-term |

Seeking career advice

Dear Ms. Marcus:

Currently, I work as a receptionist in a law firm. It's a(n) _____, but I'm learning a lot about the law. Next week, I'm going to interview for a _____ as a research assistant. That job comes with a 40% _____ in salary! Also, I can get a _____ to lead research assistant after a couple of years. However, that's only my _____ goal. My _____ goal is to go to law school. My _____ is to work as an attorney for a professional sports team! The problem is that I'm not sure if I'm on the correct _____. How can I get into sports law, specifically? Can you help me?

B PAIR WORK Take turns describing your long-term and short-term goals.

2 | Conversation

CD1 32 **A** Listen. What kind of job is Juliana going to interview for? What does Dan want to be?

Juliana: I have an interview tomorrow. I'm a little nervous.

Dan: What kind of job are you hoping to get?

Juliana: Well, I'm interviewing for the position of production assistant, but my long-term goal is to become a film director.

Dan: Wow, that's exciting. I didn't know you wanted to work in the movies.

Juliana: How about you?

Dan: I hope to get a job working with people. I'd like to work in the medical field. I want to be a nurse.

Juliana: You would be a great nurse!

Dan: Thank you! Good luck on your interview tomorrow!



B PAIR WORK Practice the conversation.

CD1 33 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the different ways we ask and talk about career ambitions.

Asking about career ambitions

What are your career plans?
What field would you like to get into?
What kind of job are you hoping to get?
What's your dream job?

Talking about career ambitions

My long-term goal is to (become a film director).
I'd like to work in the (medical) field.
My short-term goal is to...
I hope to get a job...

B PAIR WORK Ask and answer questions about your career goals using your own ideas.

Examples:

A: What field would you like to get into?

B: I'd like to work in the education field. What kind of job are you hoping to get?

4 | Pronunciation Adjective Stress

A Listen and practice. Notice how in these compound nouns, the adjective is stressed rather than the noun.

1. dream job
2. entry-level job
3. part-time job
4. short-term goal
5. long-term goal
6. graduate school

B GROUP WORK Take turns asking and answering the questions below. Pay attention to adjective stress in the compound nouns.

1. Would you take a job even if it's not your part of your long-term goal?
2. Would you take an entry-level job in the field that you're interested in?

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Complete the information below. Then ask and answer questions about your dream jobs, and your short- and long-term goals for getting your dream jobs.

| Dream job: | |
|------------------|-----------------|
| Short-term goals | Long-term goals |
| | |

What field would you like to get into?

My short-term goal is to get a job at a bakery. My long-term goal is to open my own bakery.

B GROUP WORK Join another pair and describe your partner's career plans.

14

I'm very organized.

- Asking interview questions
- Describing strengths and weaknesses

1 | Vocabulary

A What kind of person are you in a work environment? Check (✓) the words that describe you.

- | | | |
|-----------------------|-----------------------|---------------------|
| _____ detail oriented | _____ a hard worker | _____ a team player |
| _____ efficient | _____ a self-starter | _____ professional |
| _____ organized | _____ a perfectionist | _____ motivated |

B PAIR WORK Take turns describing yourselves. Use the words above.

Examples:

A: How would you describe yourself?

B: I'm very detail oriented. I pay attention to small things.

2 | Conversation

CD1 **35 A** Listen. What are Kyle's strengths and weaknesses? Do you think he will get the job?

Olivia: All right, Kyle. Now I'd like to ask, what would you bring to our organization? _____

Kyle: Well, I'm very organized. I can keep track of a lot of different tasks at a time.

Olivia: I see. _____

Kyle: Also, I'm extremely efficient. _____

Olivia: That's excellent. And what is your biggest weakness?

Kyle: Let me think. Sometimes I'm too detail-oriented, but that can be useful when I'm writing a report.

Olivia: And what is the biggest challenge you've ever faced at work?

Kyle: Good question. Well, once I had to work with a team of 30 people. _____ That was difficult, but I'm a good team player.



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|--|--|
| 1. We had to complete a big project in a week. | 3. In other words, what are your greatest strengths? |
| 2. We need someone who is organized. | 4. I can do a lot of work in a short amount of time. |

3 | Language Booster

A Notice the way we ask interview questions and describe strengths and weaknesses.

Asking interview questions

What would you bring to our organization?
What are your greatest strengths?

What is your biggest weakness?

What is the biggest challenge you've ever faced at work?

Describing strengths and weaknesses

Well, I'm very (organized).
Let's see. I'm a (hard worker).
I have good (writing) skills.
Sometimes I'm too (detail oriented).

I used to/didn't use to..., but now I...
Let me think. Once I had to...

*Use the the expressions "That's an interesting question." and "Good question." for difficult questions.

B **PAIR WORK** Take turns asking and answering interview questions about strengths and weaknesses.

4 | Listening

36 A Listen. Check (✓) the correct interviewee for each strength and weakness.

| | Lina | Gil | | Lina | Gil |
|--------------------|------|-----|-----------------|------|-----|
| cooperative | | | a perfectionist | | |
| detail oriented | | | a professional | | |
| good people skills | | | responsible | | |
| organized | | | a self-starter | | |

36 B Listen again. What were Lina's and Gil's biggest challenges at work?

Lina: _____ Gil: _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Complete the chart with your strengths, weaknesses, and biggest work-related challenges.

| Greatest strengths | Biggest weaknesses | Biggest challenges |
|--------------------|--|--------------------|
| | I used to / didn't use to _____, but now I _____ Sometimes I _____, but that can be useful when _____ | |

B **PAIR WORK** Take turns interviewing each other.

15

The first thing you need...

- Giving clear instructions
- Restating to show that you understand

1 | Vocabulary

A Complete the sentences with the words in the box.

| | | | |
|----------------|-------------|------------|----------------|
| a. bar code | c. code | e. ring up | g. touchscreen |
| b. cash drawer | d. discount | f. scan | h. transaction |

1. A salesperson uses the _____ to enter a private number called the _____.
2. A salesperson will _____ the tag that has a specific _____ to _____ the item.
3. Usually the _____ will open if you are paying in cash.
4. Before you complete your _____, the salesperson will tell you if there is a _____ on the item.

B PAIR WORK Quiz your partner on four of the new words.

2 | Conversation

CD1 37 **A** Listen. What is the first step to completing a sales transaction? What is the last step?

Pam: I want to show you how to complete a sales transaction.

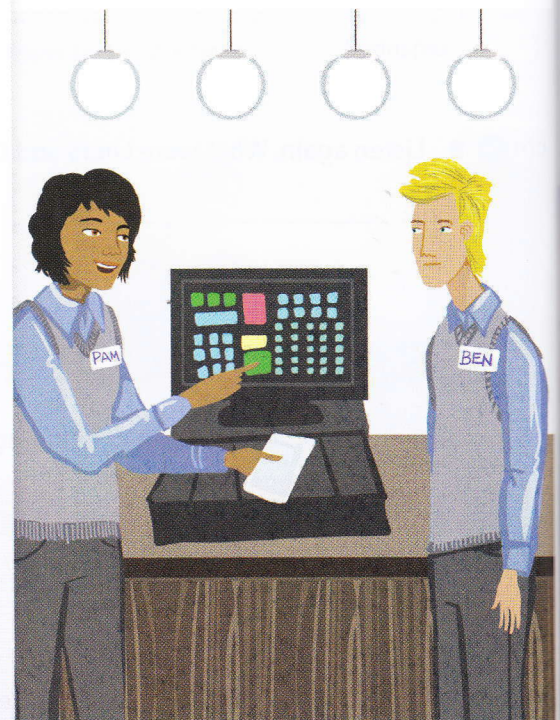
The first thing you need to do is enter your employee code on the touchscreen. Then scan the bar code on the first item to ring it up.

Ben: Yes, that makes sense. I need to make sure I don't scan it twice. Or I'll ring it up twice.

Pam: Exactly. The next step is to make sure that the customer gets the correct discount if the item is on sale.

Ben: I see. So I have to check the discount list, right?

Pam: Yes, that's right. After you've checked on the discounts, you hit the "total" key. The total amount will appear at the top of the register.



B PAIR WORK Practice the conversation.

CD1 38 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we give clear instructions and show that we understand.

Giving clear instructions

The first thing you need to do is
(enter your employee code).

The next step is to...

After you've..., you...

It's important to...

Keep in mind that...

Restating to show that you understand

Yes, that makes sense. I need to (make sure I
don't scan it twice).

I see. So I have to..., right?

So you're saying that...

So what you're saying is that...

B **PAIR WORK** Describe two steps and one important point in a process that you are familiar with.
Choose from the topics below or choose your own topic.

cooking your favorite meal using your smartphone to send e-mails completing a household chore

4 | Pronunciation Intonation in clarifying questions

A Listen to these clarifying questions. Notice the rising intonation at the ends of the sentences.

1. I see. So I have to turn the power on first, right?

2. So you're saying that I turn on the alarm before I lock the front door?

B **PAIR WORK** Take turns explaining the steps in one of the processes in the Language Booster section, part B above. Your partner will restate what you said.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Think of a process that you are very familiar with. Write down at least four steps, including a final step, and one thing that it is important to keep in mind.

1. _____

2. _____

3. _____

4. _____

Important thing to keep in mind: _____

B **PAIR WORK** Take turns describing the process you outlined. Your partner restates what you said to show he or she understood.

16

I'm here to talk about...

- Giving presentations
- Asking follow-up questions

1 | Vocabulary

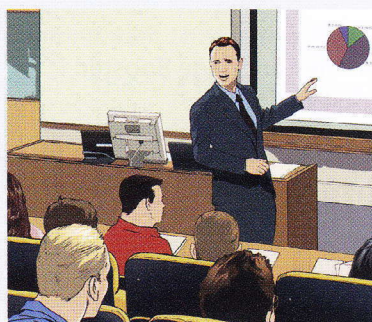
A Check (✓) the things that you should do before, during, and after a job interview.

| Before the interview | | During and after the interview | |
|-----------------------------|--|--------------------------------------|--|
| rehearse with a friend | | be positive | |
| research the company | | talk about what you don't like to do | |
| prepare a list of questions | | make eye contact | |
| send your resume | | stay calm | |
| be punctual | | say negative things | |
| dress professionally | | write a thank you note | |

B PAIR WORK Explain your answers to your partner.

2 | Conversation

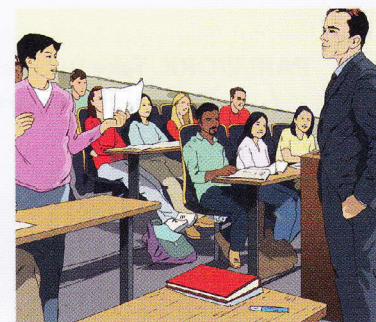
CD1 40 A Listen. What is the speaker giving a presentation about? What is one tip that the speaker offers?



Speaker: I'm here to talk about how to have a successful interview. First, I want to talk about how to prepare. Before you go to your interview, research the company to learn about the company's goals and policies. You should also rehearse with a friend. _____



Speaker: Next, let's explore ways to make a good first impression. It's very important to be punctual. If you're late for your interview, your prospective employer may think that you're irresponsible. It's also important to be positive. _____



Speaker: Does anyone have any questions? _____
Student: Yes, at the beginning of your presentation, you said we should research the company. Should we prepare a list of questions to ask? _____
Speaker: Yes, that is definitely a good idea.

B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. No one wants to hire a person with a bad attitude.

3. Yes, you in the front row.

2. That way you won't be nervous.

4. Is that OK to do?

3 | Language Booster

A Notice the ways we give presentations and ask follow-up questions.

Giving presentations

Today, I'm going to talk about...
I'm here to talk about...
First, I want to talk about...
Next, let's explore...
To conclude/wrap up...
Does anyone have any questions?

Asking follow-up questions

Could you say more about...?
You mentioned... Could you explain that further?
At the beginning of your presentation, you said...
Could you say more about/give more examples of...

B **PAIR WORK** Take turns giving the beginning of a presentation and asking follow-up questions.

Examples:

A: Today, I'm going to talk about good ways to look for a job. First, I want to talk about networking. A lot of people find jobs through people they know...

B: You mentioned networking. Could you explain that further?

4 | Listening

A Listen to someone giving a presentation. What is he talking about? Check the correct topic.

- ___ 1. How to talk to your boss about your achievements at work
- ___ 2. How to get along better with your co-workers and your supervisor
- ___ 3. How to ask for more money or more responsibility at work

B Listen again. Write down four of the tips he offers.

- 1. _____ 3. _____
- 2. _____ 4. _____

SPEAK with CONFIDENCE

A Think of a topic that you know a lot about.
Complete the chart below about the topic.

| |
|------------------|
| Topic: |
| Point 1: |
| Point 2: |
| Concluding idea: |

ONLINE PRACTICE

Today I am going to talk about shopping on a budget.

B **GROUP WORK** Take turns giving presentations to your group and asking and answering follow-up questions.

English in Action

ONLINE PRACTICE



1 | Preview

PAIR WORK Alex is practicing a presentation that he's going to give at work. What advice do you think Maria and Tom give him? Check (✓) your guesses.



- _____ 1. Speak more slowly.
- _____ 2. Speak more quickly.
- _____ 3. Say more about your achievements.
- _____ 4. Make eye contact.
- _____ 5. Say more about your problems.
- _____ 6. Don't say "um."
- _____ 7. Use a smaller font on your slides.
- _____ 8. Memorize your presentation.

2 | Practice

A Watch the video. What advice did Maria and Tom give Alex? Did you guess correctly?

B Watch the video again. Complete the sentences.

1. Tom is happy because _____.
2. Alex is nervous because _____.
3. Alex doesn't like his boss because _____.
4. Maria is discouraged because _____.
5. After watching Alex practice his presentation for three hours, Maria and Tom are _____.

3 | Discuss

GROUP WORK Answer the questions.

1. How do you feel when you speak in front of people? Is it easier to speak in front of a small group or a large group? Why?
2. Think of a time when you gave a presentation. What did you do well? What did you need to improve?
3. Think of a person (someone you know or a famous person) who is a good public speaker. What makes him or her a good speaker?

CAREERS

13

14

15

16

VIDEO



13 My short-term goal is...

Student A and **Student B**: Take turns describing the career paths for the jobs below. Include your short-term goals to get the job.

movie director race car driver
successful novelist TV talk show host

I can ask about career ambitions.
☐ Very well ☐ I need more practice.

I can talk about career ambitions.
☐ Very well ☐ I need more practice.

See Language Booster page 33.



14 I'm very organized.

Student A and **Student B**: You are both interviewing for the same jobs below. Take turns interviewing for the jobs. Describe your strengths and weaknesses.

video game creator executive of an advertising company
fashion designer journalist

I can ask interview questions.
☐ Very well ☐ I need more practice.

I can describe my strengths and weaknesses.
☐ Very well ☐ I need more practice.

See Language Booster page 35.



15 The first thing you need...

Student A and **Student B**: Take turns giving clear instructions for the processes below. Your partner restates to show that he or she understands.

a process you learned at a job completing your least favorite household chore

I can give clear instructions.
☐ Very well ☐ I need more practice.

I can restate to show that I understand.
☐ Very well ☐ I need more practice.

See Language Booster page 37.



16 I'm here to talk about...

Student A and **Student B**: Take turns giving short presentation on one of the topics below, or choose your own topic. Ask follow-up questions.

two interesting blogs or books
the two best restaurants in your neighborhood
two of your favorite TV shows

I can give presentations.
☐ Very well ☐ I need more practice.

I can ask follow-up questions.
☐ Very well ☐ I need more practice.

See Language Booster page 39.



17

Are you afraid of...?

• Asking about fears

• Talking about fears

1 | Vocabulary

A Complete the questionnaire about fears. Check (✓) the correct column or columns for each type of fear.

| Do you or does someone you know have any of these fears? | You | Someone you know |
|--|-----|------------------|
| 1. fear of heights | | |
| 2. fear of public speaking | | |
| 3. fear of flying | | |
| 4. fear of the dark | | |
| 5. fear of spiders | | |
| 6. fear of snakes | | |
| 7. claustrophobia | | |

B PAIR WORK Compare your chart with a partner's chart. Do you have any of the same fears? What is the most common fear? What is the least common fear?

2 | Conversation

CD2 02 **A** Listen. What is Daniel afraid of? What is Anthony afraid of?



Daniel: I'm really nervous. I have to give a presentation tomorrow.

Anthony: Oh, you don't like public speaking?

Daniel: That's an understatement. I'm terrified of it!

Anthony: Yeah, a lot of people are. In fact, I've heard that it's one of the most common fears.

Daniel: Really?

Anthony: Yeah. It's even more common than the fear of flying.

Daniel: Are you afraid of public speaking?

Anthony: No, not really.

Daniel: What are you afraid of?

Anthony: Well, I have claustrophobia. I'm afraid of being in small spaces. I'm also uncomfortable around snakes and spiders. They give me the creeps.



B PAIR WORK Practice the conversation.

CD2 03 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we ask about and talk about fears.

Asking about fears

What are you afraid of?
Are you afraid of (public speaking)?
What's your greatest fear?
Do (snakes and spiders) scare you?

Talking about fears

I'm afraid of/scared of/terrified of (public speaking).
I'm nervous (about public speaking).
(Public speaking) makes me nervous.
I'm uncomfortable around (snakes and spiders).
(They) give me the creeps.

B **PAIR WORK** Ask and tell your partner about one of your fears.

Examples:

A: What's your greatest fear?

B: I'm scared of spiders. They make me nervous.

4 | Pronunciation Using a low tone to show negative emotion

A Listen to these sentences. Notice the low tone used for the words that show negative or serious emotion. Compare it with the higher tone used for positive emotion.

| Negative | Positive |
|-------------------------------|-----------------------------------|
| 1. What's your greatest fear? | What's your favorite color? |
| 2. I'm afraid of flying. | I really like flying. |
| 3. Snakes give me the creeps. | Snakes are fascinating creatures. |

B **PAIR WORK** Ask and tell your partner about one fear, like you did in the Language Booster section, part B above. This time, be sure to use a low tone for negative words.

ONLINE PRACTICE

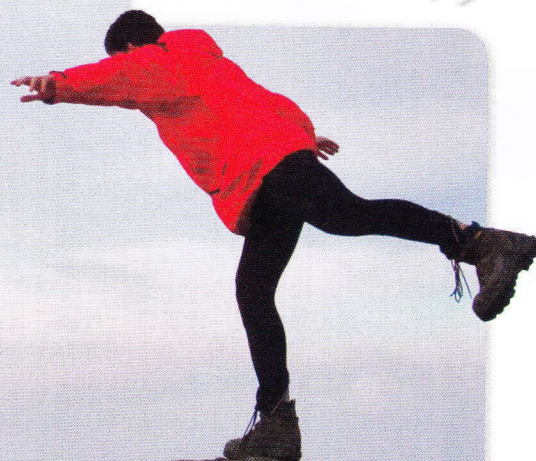
SPEAK with CONFIDENCE

A **PAIR WORK** List things that you are afraid of below and discuss them with your partner.

Fears:

| |
|--|
| |
| |
| |
| |
| |

B **GROUP WORK** Talk about the fears you listed above. What are some common fears?



18

I'm overworked.

- Talking about causes of stress
- Giving advice by talking about personal experiences

1 | Vocabulary

A Match the causes of stress on the left with the ways to manage stress on the right.

- | | |
|--|---|
| ___ 1. too many deadlines | a. try some relaxation techniques |
| ___ 2. a misunderstanding with a friend | b. try meditating |
| ___ 3. overworked | c. drop a class |
| ___ 4. under too much pressure | d. talk through your problems |
| ___ 5. really stressed | e. talk to your boss about your workload |

B PAIR WORK Discuss your answers and other possible ways to manage these causes of stress.

2 | Conversation

CD2 05 **A** Listen. Why are Walker and Julia stressed? What advice does Julia give Walker?

Julia: Hi, Walker. Are you OK? ____

Walker: Oh, hi, Julia. I am stressed. I have too many deadlines.

Julia: How many classes are you taking? ____

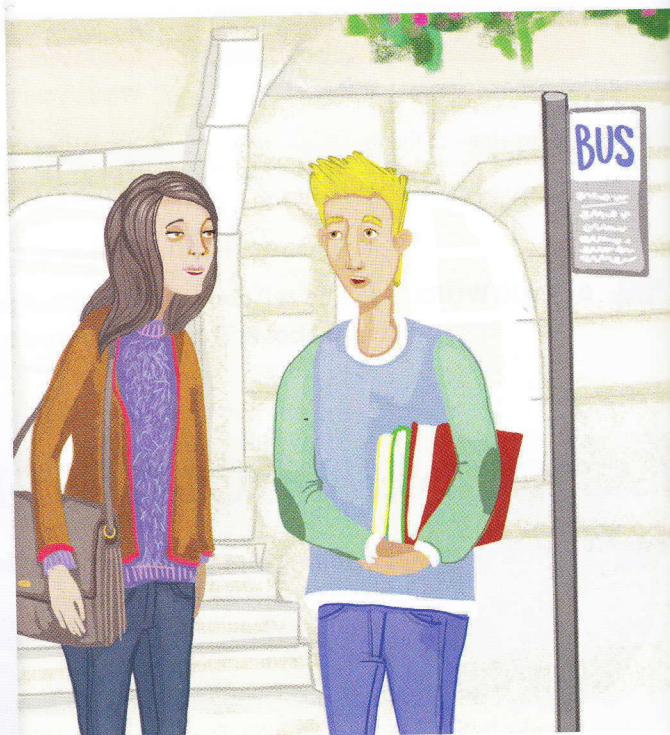
Walker: I'm taking six classes.

Julia: In my experience, six is too many classes. I've found that it's helpful to drop a class and take it the following semester.

Walker: You're right. How are you doing? ____

Julia: I'm overworked. I had to work three 12-hour shifts in a row.

Walker: Wow, that's a lot! ____



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|-----------------------------------|-------------------------------------|
| 1. You should talk to your boss! | 3. You look a little stressed, too. |
| 2. Are you taking more than five? | 4. You look really stressed. |

3 | Language Booster

A Notice the ways we talk about causes of stress and give advice by talking about personal experiences.

| Talking about causes of stress | Giving advice by talking about personal experiences |
|------------------------------------|--|
| I have too many deadlines. | I've found that it's really helpful to (drop a class). |
| I'm overworked. | In my experience (six is too many classes). |
| I'm under a lot of pressure. | ... has always worked well for me. |
| I'm having problems with a friend. | I always feel better after I... |

B PAIR WORK Share one cause of stress with a partner. Your partner will give you advice by talking about his or her own experience.

Examples:

A: I'm under a lot of pressure at work. My boss expects a lot from me, so I come in early and stay late.

B: That's too bad. In my experience, when people always come in early and stay late, their bosses expect them to do that all the time. What has worked well for me is talking to my boss and telling her...

4 | Listening

A Listen to people talking about stress. Number the causes of stress in the order that you hear them. There is one extra.

_____ a. a co-worker _____ b. problems at home _____ c. a friend _____ d. family problems

B Listen again. Summarize the advice that each person gives.

1. _____ 2. _____ 3. _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Write down two causes of stress in your life. Share your answers with a partner. Your partner will think of his or her own personal experiences that are related to your problems.

1. _____ 2. _____

B PAIR WORK Talk with your partner about your causes of stress. Your partner will give you advice based on his or her own experiences.



19

If I could go anywhere...

- Talking about dreams and wishes
- Expressing interest and asking for reasons

1 | Vocabulary

A Use the words on the left to complete the phrases on the right.

If I could do anything, I would...

create

discover

develop

establish

explore

revolutionize

invent

1. _____ a colony on the moon.

2. _____ a new species of animal

3. _____ an art program for children in my city

4. _____ flying shoes

5. _____ public transportation

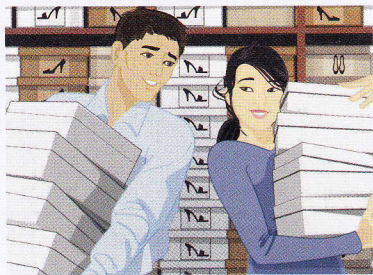
6. _____ the jungles in South America

7. _____ a beautiful piece of art

B PAIR WORK Take turns asking and answering the question, "If you could do anything, what would you do?"

2 | Conversation

CD2 07 **A** Listen. What is Alex's dream? What is Sandra's dream?



Alex: I'm so tired. We've had so many customers today! I think everyone in town is shopping today.

Sandra: I know! I could use a vacation.

Alex: Where would you go if you could go anywhere?

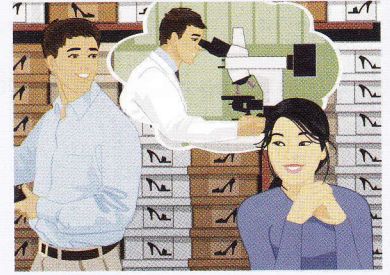
Sandra: If I could go anywhere, I would go to the Bahamas.



Alex: Interesting. Why the Bahamas?

Sandra: First of all, it's beautiful there. Second, I could explore underwater caves.

Alex: That sounds really fun. But I don't really feel like I need a vacation. I think I need a different job.



Sandra: What kind of job do you want?

Alex: If I could have any job, I would be a scientist.

Sandra: Oh, really? Why is that?

Alex: I would love to discover cures for diseases.

Sandra: That sounds great.

B PAIR WORK Practice the conversation.

CD2 08 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we talk about dreams and wishes and express interest and ask for reasons.

Talking about dreams and wishes

- If I could go anywhere, I'd travel to (the Bahamas).
- If I could do anything, I'd (be a scientist).
- If I could have any job, I would (be a scientist).
- If I could meet anyone, I'd meet...

Expressing interest and asking for reasons

- Interesting. Why (the Bahamas)?
- Oh, really? Why is that?
- Oh, is that right? How come?

B **PAIR WORK** Tell a partner about one of your dreams or wishes. Use the words from the Vocabulary section or your own ideas.

Examples:

A: If I could do anything, I would go skydiving.

B: Oh, is that right? How come?

4 | Pronunciation Using a high tone to show positive emotion

A Listen to these sentences. Notice the high tone used for the words that show positive emotion.

1. If I could go **anywhere**, I would go into space.
2. If I could do **anything**, I would be the leader of the country for one week.
3. If I could meet **anyone**, I would meet my favorite actor.
4. If I could have **any job**, I would be a singer.

B **PAIR WORK** Talk with a partner about a dream or wish you have. This time, be sure to use a high tone when necessary.

ONLINE PRACTICE

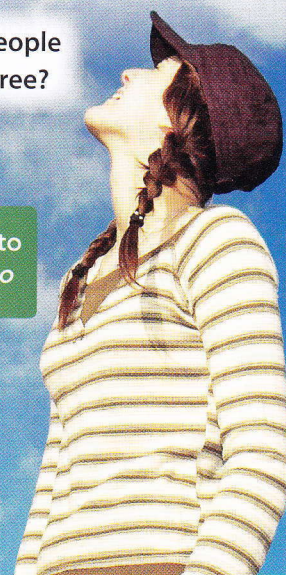
SPEAK with CONFIDENCE

A **PAIR WORK** Look at the quotes about dreams and wishes from some famous people below. What do you think the quotes mean? Do you agree or disagree?

"Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning." -Gloria Steinem

"There is nothing like a dream to create the future." -Victor Hugo

B **GROUP WORK** Talk about your own dreams and wishes.



20

I wish I had...

• Asking about regrets

• Talking about regrets

1 | Vocabulary

A Look at the questions below. Check the appropriate column.

| When you were a child did you... | Yes | No | Sometimes |
|--|-----|----|-----------|
| 1. goof off in school? | | | |
| 2. get involved in a clique ? | | | |
| 3. try hard to fit in ? | | | |
| 4. pick on other kids? | | | |
| 5. give your parents a hard time ? | | | |
| 6. take school seriously ? | | | |
| 7. have an active social life ? | | | |
| 8. get involved in activities? | | | |

B **PAIR WORK** Take turns sharing your answers to the questions in the chart.

2 | Conversation

CD2 10 A Listen. What does Nina regret? What would she do differently?

Paul: Are you taking a math class this semester, Nina? _____

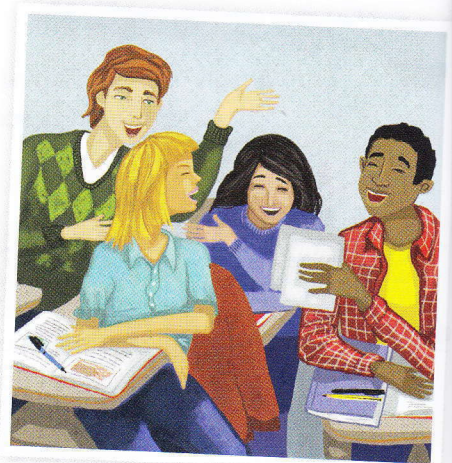
Nina: Yeah, I am. I took math in high school, but I didn't do well because I was always goofing around. I wish I had taken school more seriously. _____

Paul: What else do you wish you had done when you were young?

Nina: I wish I hadn't gotten involved in a clique. Those friends were a bad influence on me. If only I had had nicer friends, I might have been a better student. _____

Paul: Well, we all learn from our mistakes.

Nina: You're right. _____



B **PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. Then maybe I wouldn't be having such a hard time now. 3. I've learned a few things since high school.

2. That looks like a math book. 4. It's hard making good friends in high school.

3 | Language Booster

A Notice the ways we ask about and talk about regrets.

Asking about regrets

If you could do it over, what would you do differently?

What
Where
Who
When

do you wish you...?

Do you wish you had...?

Talking about regrets

I wish I'd (taken school more seriously).
I wish I hadn't (gotten involved in a clique).
I regret...
I (never) should have...
If only I had/hadn't...
If I could do it over, I would...

B PAIR WORK Talk with a partner about one regret that you have from your early teen years and what you would do differently if you could.

4 | Listening

A Listen to Jack and Clara talk about regrets. Check (✓) the regrets that you hear.

| | |
|---|--|
| <input type="checkbox"/> 1. not going with Jack | <input type="checkbox"/> 6. going to South Beach |
| <input type="checkbox"/> 2. taking a vacation | <input type="checkbox"/> 7. going on vacation with friends |
| <input type="checkbox"/> 3. listening to brother's advice | <input type="checkbox"/> 8. coming home on Sunday |
| <input type="checkbox"/> 4. staying in the hotel from last year | <input type="checkbox"/> 9. taking an early morning class |
| <input type="checkbox"/> 5. buying a new computer | <input type="checkbox"/> 10. swimming in a lake |

B Listen again. Where did the speakers go? Where would they go if they could do it again?

- Clara went to _____. If she could do it again, she would go to _____.
- Jack went to _____. If he could do it again, he would go to _____.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A List three regrets—one from your childhood, one from the last year, and one from the last two weeks.

- _____
- _____
- _____

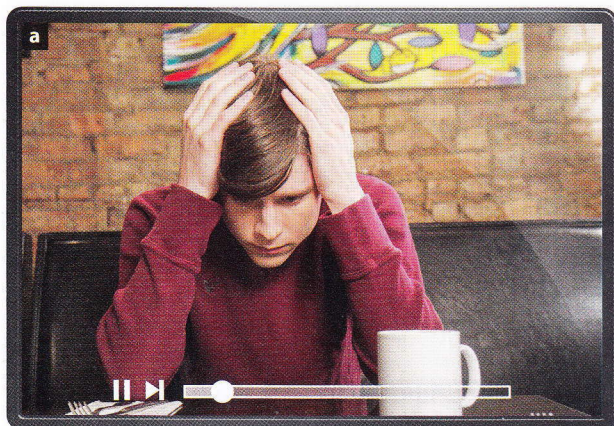
B GROUP WORK Talk with a group about the regrets you listed.





1 | Preview

PAIR WORK Look at the photos. How do you think Alex feels in photo a? Why might he feel that way? What are Maria, Alex and Tom doing in photo b? Why do you think they are doing it?



2 | Practice

A Watch the video. Were your guesses correct?

B Watch the video again. Write **A** (for Alex), **M** (for Maria), or **B** (for both Alex and Maria).

1. ____ is/are stressed out.
2. ____ is/are scared of missing deadlines.
3. ____ can't find a job.
4. ____ would like to be an actor.
5. ____ wish(es) that he/she hadn't studied so much in high school.
6. ____ is/are worried about not having enough money.
7. ____ is/are afraid of public speaking.
8. ____ is/are going to be in a commercial.

3 | Discuss

GROUP WORK Answer the questions.

1. What advice would you give to Alex? To Maria?
2. What causes you the most stress? How do you deal with it?
3. What is your dream job? What would you need to do to get the job? Do you think you'll ever have that job? Why or why not?



17 Are you afraid of...?

Student A and **Student B**: Take turns talking about your fears. Your partner suggests ways to overcome each fear. Use the ideas below or your own ideas.

Fear of heights: each day, climb up one more rung of a ladder

Fear of public speaking: practice speaking in front of a pet, then a friend, then a few friends

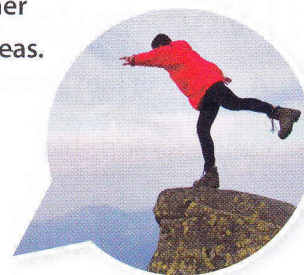
I can ask about fears.

☐ Very well ☐ I need more practice.

I can talk about fears.

☐ Very well ☐ I need more practice.

See Language Booster page 43.



18 I'm overworked.

Student A and **Student B**: Take turns discussing these causes of stress. Your partner gives advice by talking about his or her own experiences

financial problems

too much work

problems with a family member

health problems

I can talk about causes of stress.

☐ Very well ☐ I need more practice.

I can give advice by talking about personal experiences.

☐ Very well ☐ I need more practice.

See Language Booster page 45.



19 If I could go anywhere...

Student A and **Student B**: Take turns talking about the dreams and wishes below. Your partner expresses interest and asks for reasons.

be a famous actor

create a new social networking site

stay in a space hotel

invent a new type of technology

I can talk about dreams and wishes.

☐ Very well ☐ I need more practice.

I can express interest and ask for reasons.

☐ Very well ☐ I need more practice.

See Language Booster page 47.



20 I wish I had...

Student A and **Student B**: Look at some of the things that people regret below. Think of two more and write them down. Choose two that you regret the most. Your partner asks about your regrets.

hurting someone's feelings

not making the right decisions

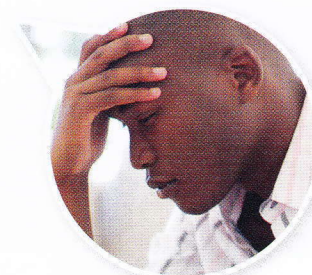
I can ask about regrets.

☐ Very well ☐ I need more practice.

I can talk about regrets.

☐ Very well ☐ I need more practice.

See Language Booster page 49.



21

It started out kind of slow.

- Relating the plot of movies
- Describing reactions to movies

1 | Vocabulary

A Think of movies that you have seen. Write a movie next to each adjective below.

| | | | |
|-------------|--|--------------|--|
| suspenseful | | depressing | |
| slow | | heartwarming | |
| hilarious | | corny | |
| offensive | | tearjerker | |
| moving | | nail-biter | |

B PAIR WORK Take turns sharing the movies from your chart. Give reasons for your opinions.

2 | Conversation

CD2 **12 A** Listen. How does Peter feel about the movie? What is the movie about?



Jennifer: So, how was the movie you saw last night?

Peter: It started out kind of slow, but by the end, I was really into it.

Jennifer: What was it about?

Peter: It's about this woman whose life completely falls apart. In the beginning, she gets fired from her job. Then she can't pay her rent.

Jennifer: Wow, that sounds really depressing.

Peter: Yeah, but it gets better. She has to live in her car because she doesn't have a place to stay. Meanwhile, someone is looking for her.

Jennifer: Who is this person?

Peter: It's an editor from a publishing company. A few years earlier, she had written a book and sent it to a publisher, but she had never heard anything back.

Jennifer: OK, this is starting to sound more interesting.

Peter: Eventually, the editor finds her and offers her a book deal!

Jennifer: Wow, that's great!

Peter: Yeah, it was a little corny, but it was heartwarming.



B PAIR WORK Practice the conversation

CD2 **13 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we relate the plot of movies and describe reactions to movies.

Relating the plot of movies

It's about this woman (whose life completely falls apart).

In the beginning, (she gets fired from her job).

It starts out in (New York City).

Describing reactions to movies

It started out kind of slow, but by the end, I was really into it.

It was really heartwarming.
gripping.
exciting.

B PAIR WORK Describe the beginning of a movie to your partner.

Example:

A: I thought the movie was a real nail-biter. It's about this man who is being chased by spies.

B: Wow, that sounds exciting!

A: Yeah, it was. It starts out in New York City.

4 | Pronunciation Pausing when relating stories

A Listen to the movie descriptions. Notice the places where the speaker pauses for a moment.

A: It starts out in New York City. [pause] The man is walking alone [pause] on a quiet street [pause] when suddenly [pause] he hears a scream!

B: Then what happens?

B PAIR WORK Take turns describing the beginning of a movie, like you did in the Language Booster section, part B above. This time, pay attention to places where you can pause for a moment.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A PAIR WORK Think of a movie that you remember well.
Write notes about the main events of the movie.

Movie title:

It's about

In the beginning,

Later on,

Eventually,

Finally,

B GROUP WORK Take turns describing your movie.



It has a really good beat.

- Describing music
- Joining discussions

1 | Vocabulary

A Think of songs that you have heard. Write a song next to the descriptive words below.

| | |
|-------------------|---------------------|
| _____ beat | _____ poetic lyrics |
| _____ catchy tune | _____ romantic |
| _____ danceable | _____ mellow |
| _____ upbeat | _____ melancholy |

B PAIR WORK Share your answers with a partner. Give two reasons for your answers.

2 | Conversation

CD2 **15 A** Listen to a conversation about music. What kind of song does Mike like? Why doesn't Carlo really like the song?

Mike: Hey, I just downloaded this new song. Listen. It's really mellow. Isn't it great?

Carlo: It's a nice song, but I actually prefer more upbeat music.

Mike: Have you paid attention to the lyrics, though?
They're really poetic.

Trina: Oh, are you guys talking about Adele's new song?

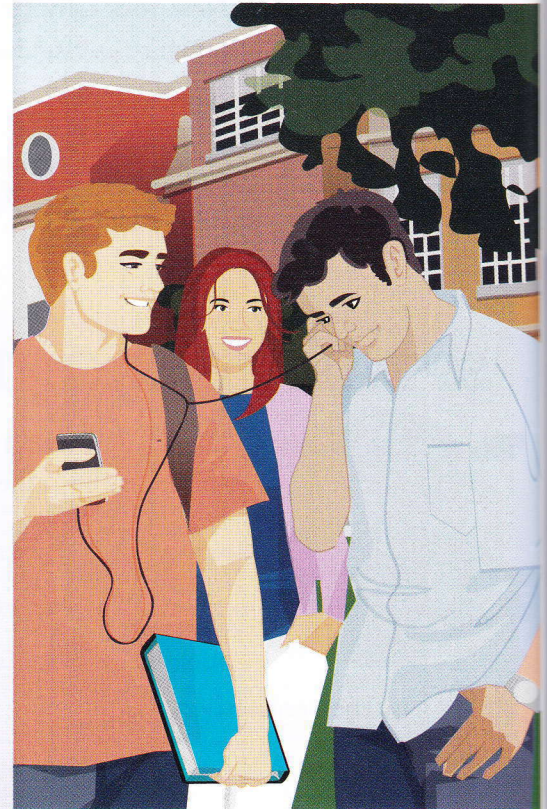
Mike: Yeah, do you like it?

Trina: It's great! She has the most amazing voice.

Carlo: I want you guys to listen to a song that I just downloaded. It's really danceable.

Mike: This song is great. It has a really good beat.

Trina: Yeah, I think I'll download it, too.



B PAIR WORK Practice the conversation.

CD2 **16 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we describe music and join discussions.

Describing music

It has a good beat.
a catchy tune.
The lyrics are provocative.
It's really mellow.
It's a little melancholy.

Joining discussions

Oh, are you guys talking about (Adele's) new song?
Hey, did I hear you mention something about (Adele)?
(She) just released a new album, didn't (she)?

B PAIR WORK Describe a new song that you just heard to a partner.

Example:

A: Have you heard the song...? It's really romantic.

B: Yeah, I have. I like it, but it's a little melancholy. Do you like the song...?

4 | Pronunciation Syllable stress in longer words

A Listen to the pronunciation of these longer words. Notice the syllable stress.

1. melancholy
2. romantic
3. poetic
4. danceable
5. provocative

B PAIR WORK Describe a song to a partner like you did in the Language Booster section, part B above. This time, pay attention to the syllable stress in long words.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A List three songs that you like and write words that describe them.

| Names of songs | Words that describe the songs |
|----------------|-------------------------------|
| 1. | |
| 2. | |
| 3. | |

B GROUP WORK Work in a group of three and discuss the songs you described in above. Take turns joining the discussion.



Did you hear about...?

- Asking about trends
- Describing trends

1 | Vocabulary

A Complete each sentence below with the name of a celebrity or someone you know personally.

- _____ follows the fads / is trendy.
- _____ shops a lot for clothes that are in / in style / stylish / up to date.
- _____ likes to wear vintage / retro clothing.
- _____ always looks fashionable / chic.
- _____ likes to wear modern clothes.
- _____ is a trendsetter.
- _____ never wears clothes that are out / out of style / outdated.

B PAIR WORK Take turns sharing and giving reasons for your ideas.

2 | Conversation

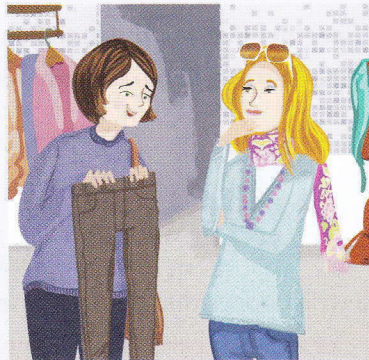
CD2 18 **A** Listen. What does Jodie say is in style? What does she say is out of style?



Lynn: Thanks for going shopping with me, Jodie. I really need new clothes, and you always look so fashionable.

Jodie: Oh, thanks, Lynn. It's really no problem. _____

Lynn: Well, you are a trendsetter.

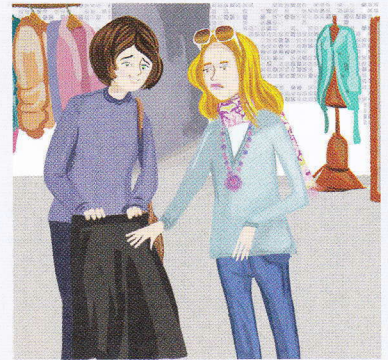


Lynn: What do you think of these pants? _____

Jodie: Well, these days, a lot of people are wearing really bright pants.

Lynn: Really? _____

Jodie: Yeah, but you shouldn't follow a fad that you're not comfortable with.



Lynn: How about skirts?

Jodie: The current trend is to wear shorter skirts.

Lynn: Are knee-length skirts out of style?

Jodie: Yeah. Knee-length skirts are outdated.

Lynn: Wow, I really do need help. _____

B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. I have so many knee-length skirts.

3. I love to shop for clothes!

2. I wouldn't feel comfortable in bright pants.

4. Do you think they would look good on me?

3 | Language Booster

A Notice the ways we ask about and describe trends.

Asking about trends

What's currently in style?
What's considered trendy right now?
Is it out of style to wear (knee-length skirts)?

Describing trends

These days, a lot of people are wearing (really bright pants).
Nowadays, it's trendy to wear shorter skirts.
The current trend is to wear

B **PAIR WORK** Look at the trends below. Tell your partner if you think the trend is in style.

baggy pants oversized shirts big jewelry metallic-colored shoes

4 | Listening

A Listen. Allie is cleaning out her closet. Write down the types of clothing mentioned in the conversation.

| Clothing | Allie wants to keep it | Allie wants to get rid of it |
|----------|------------------------|------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

B Listen again. Check the correct column for each type of clothing.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Brainstorm a list of clothing types that are currently in style for men, women, or both men and women.

pants: *skinny jeans, wide-leg jeans*

shoes:

jackets:

hats:

other:

B **GROUP WORK** Ask and answer questions about the clothing types that you've listed above. Discuss what is in style and what is out of style.



Have you heard...?

- Sharing surprising news
- Expressing surprise

1 | Vocabulary

A Read the article in a celebrity gossip magazine. Complete the sentences with the words in the box.

| | | | |
|------------|-----------|-----------------|----------------|
| apparently | (be) with | break up (with) | (juicy) gossip |
| paparazzi | scandal | spotted | the latest |

Is this the end of Brantonia?

Have you heard _____¹ about everyone's favorite celebrity couple? It looks like this might be the end of the pair we know as Brantonia. According to my sources, Antonia wants to _____² Brad! She was _____³ last night with another famous actor you might know. What a _____⁴!

There's also a big rumor going around about Brad. _____⁵, he isn't as innocent as he seems. Some _____⁶ snapped photos of him last night accompanied by Santana Grace. Is he _____⁷ Santana now? Should we start calling them Brantana? Thanks for reading my blog. Come back tomorrow for more _____⁸!

B PAIR WORK Discuss celebrity gossip magazines, websites, and blogs. Do you like them? Why do you think people like to read them?

2 | Conversation

CD2 20 **A** Listen. Who is the gossip about? What happened?



Brian: Have you heard the latest on the band The Dream Captains? It's a huge scandal.



Matt: No, what happened? _____



Brian: Well, apparently, the lead singer was arrested last night. He was spotted trying to rob a store! _____



Matt: No way! Is that for real? _____



Brian: I read about it on a couple of different gossip sites. But of course, it might just be a rumor. _____

The Dream Captains in Trouble



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|------------------------------------|--|
| 1. He has so much money. | 3. I really like their music. |
| 2. We'll have to wait to find out. | 4. He tried to walk out of the store with clothes! |

3 | Language Booster

A Notice the ways we share surprising news and express surprise.

Sharing surprising news

Have you heard the latest on (the band The Dream Captains)?
Did you know that...?
Guess what!
Wait till you hear this ...

Expressing surprise

No way! Is that for real?
You've got to be kidding!
You can't be serious!
That's amazing.

B **PAIR WORK** Share one surprising piece of news with your partner.

Example:

A: Did you know that a man found a bear inside his home yesterday?

B: No way! How did that happen?

4 | Listening

A Listen to people share surprising news. Then number the headlines from 1 to 4 in the order that you hear the stories.

___ a. Missing Actor Reappears

___ c. Former Athlete Turns to Fashion

___ b. Child Actor Loses Fortune

___ d. Cheating Athlete Gets Caught!

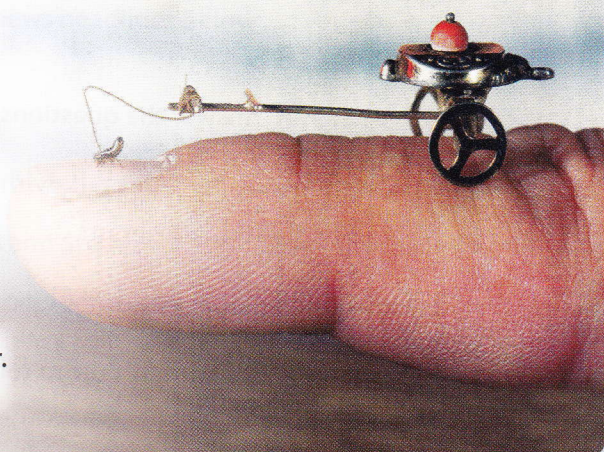
B Listen again. Take notes on two of the stories. Then choose one of the stories and summarize it for your partner. Make sure you each summarize a different story.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Think of a surprising story that you heard recently.
Write the main points of the story below.

Did you hear about the bug that's smaller than a person's fingernail?



B **PAIR WORK** Share your surprising news with a partner.

English in Action

ONLINE PRACTICE

1 | Preview

PAIR WORK Look at the photos and answer the questions.



1. What do Maria and Tom think of Alex's clothes?
2. What do you think of Alex's clothes?
3. What do Maria and Alex think of Tom's clothes?
4. What do you think of Tom's clothes?

2 | Practice

A Watch the video. Mark the statements **T** (true) or **F** (false).

- ____ 1. Alex and Kate are going to take some clients out to dinner. _____
- ____ 2. Alex is nervous about the dinner with the clients. _____
- ____ 3. Maria knows a lot about popular culture. _____
- ____ 4. Alex often watches new movies. _____
- ____ 5. Maria helped Tom shop for some new clothes. _____
- ____ 6. Kate is interested in fashion. _____

B Watch the video again. Rewrite the false sentences, so they are true.

3 | Discuss

GROUP WORK Answer the questions.

1. Maria suggests that Alex talk with his clients about music and movies. What else do you think he should talk about?
2. Do you follow the trends? Why or why not?
3. Do you think it's important to follow popular culture? Why or why not?



21 It started out kind of slow.

Student A and **Student B**: Take turns describing movies that you've seen. Describe movies that fit the descriptions below.

a heartwarming drama

a corny romantic comedy

a hilarious comedy

a suspenseful nail-biter

I can relate the plot of movies.

☐ Very well ☐ I need more practice.

I can describe reactions to movies.

☐ Very well ☐ I need more practice.

See Language Booster page 53.



22 It has a really good beat.

Student A and **Student B**: Discuss a songs that you know that fit the descriptions below.

Student C: Join the conversation.

is poetic and melancholy

is upbeat and has a catchy tune

has a good beat and is danceable

is romantic and mellow

I can describe music.

☐ Very well ☐ I need more practice.

I can join discussions.

☐ Very well ☐ I need more practice.

See Language Booster page 55.



23 Did you hear about...?

Student A and **Student B**: Imagine it is twenty years from now. Ask about and describe the current and future trends for the things below.

a type of pants

a type of shoes

trendy colors

a type of coat

I can ask about trends.

☐ Very well ☐ I need more practice.

I can describe trends.

☐ Very well ☐ I need more practice.

See Language Booster page 57.



24 Have you heard...?

A Student A and **Student B**: Take turns sharing the news headlines below and expressing surprise.

Sugar is Actually Good for Your Health!

No Rainfall for an Entire Year!

B Now change roles. **Student B** gives a presentation and **Student A** asks follow-up questions.

I can share surprising news.

☐ Very well ☐ I need more practice.

I can express surprise.

☐ Very well ☐ I need more practice.

See Language Booster page 59.



Is the flight on time?

- Checking in at the airport
- Confirming information

1 | Vocabulary

A Circle the correct word to complete each sentence.

1. I always try to get a **window seat** / an **aisle seat** because I like to look at the clouds during the flight.
2. I have a coach ticket. How much do I have to pay to **upgrade** / **board** to business class?
3. When you sit at a **gate** / a **terminal** / an **emergency exit row**, you have to be strong enough to help people off the plane if there is an accident.
4. If you don't want to carry heavy bags on the plane with you, you can **use your boarding pass** / **check your luggage** / **take a carry-on bag**.
5. You can put small bags and coats in the **security check** / **overhead bin**.

B PAIR WORK Take turns talking about your travel preferences.

2 | Conversation

CD2 **22 A** Listen. Does Nicolas want an aisle seat or a window seat? How much luggage does Nicolas have?

Airline employee: May I have your passport, please?

Nicolas: Yes, here it is.

Airline employee: Thank you. Let's see. Would you like a window seat or an aisle seat?

Nicolas: I'd prefer a window seat, please.

Airline employee: OK. I have a window seat in row 12.
Are you checking any luggage?

Nicolas: Yes, I'd like to check two pieces of luggage.

Airline employee: OK. Here is your boarding pass.

Nicolas: Thank you. My flight is leaving from Gate 14, right?

Airline employee: Yes, your flight is departing from Gate 14. Enjoy your flight!



B PAIR WORK Practice the conversation.

CD2 **23 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the things an airline employee might say when we check in at the airport and ways we can confirm information.

Checking in at the airport

Are you checking any luggage?
Your flight is departing from (Gate 14).
You'll be seated in an emergency exit row.
Walk down the hall and go through security.

Confirming information

My flight is leaving from (Gate 14), right?
Dinner will be served on this flight, won't it?
Is the flight on time?

B **PAIR WORK** Role-play a conversation between an airline employee and a customer. Ask about checking luggage and gate numbers.

Examples:

A: Are you checking any luggage

B: Yes, I'm checking ... My flight is leaving from Gate...?

4 | Pronunciation Stress in two-syllable words

A Listen to people asking questions at an airport. Notice the stress is on the first syllable of many two-syllable words.

1. Is this an international **air**port?
2. Are you **check**ing any **lugg**age?
3. Do you mind **sitt**ing in an emergency **exit** row?
4. Would you like a **wind**ow seat?
5. Do I have to go through **cust**oms?

B **PAIR WORK** Ask and answer the questions above. Pay attention to syllable stress in two-syllable words.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write answers to the questions below.

| You are a customer: | You are an airline employee: |
|--------------------------------|---|
| 1. Are you checking luggage? | 1. What gate does the customer's flight leave from? |
| 2. Where do you prefer to sit? | 2. Is the flight delayed or on time? |
| | 3. Will dinner be served on the flight? |

B **PAIR WORK** Role-play a conversation between an airline employee and a customer. Take turns checking in to an airport. Use the information above.



26

I'm afraid...

- Reporting bad news
- Asking for help or advice

1 | Vocabulary

A Complete the blog post below with the words in the box.

| | | | |
|-------------|------------|--------------|------------|
| a. canceled | c. down | e. misplaced | g. stolen |
| b. damaged | d. expired | f. missed | h. vacancy |

Travels with Tina

My travel has been tough! First, I ¹ my flight to Auckland, New Zealand. The computers at the airport were ², so I tried to make a new reservation on my phone, but I dropped my phone on the floor and it was ³. I arrived in Sydney, the airline ⁴ my luggage. And all the hotels were full! After four hours, I finally found a hotel with a ⁵. When I went to register at the hotel, I discovered that my wallet was ⁶. I did have an extra credit card in my backpack. I looked at it and it was ⁷! I called my bank to report my wallet stolen and ⁸ all my credit cards. I unpacked my backpack, and guess what I found—my wallet!

B PAIR WORK Take turns telling each other about a bad traveling experience.

2 | Conversation

CD2 **25 A** Listen. Where does Victoria want to go? What three problems did Victoria have?



Victoria: Hi, I have to transfer to Flight 734 to São Paulo.

Airline employee: I'm sorry to inform you that the flight has been canceled.

Victoria: Oh, no! Can you rebook me on the next flight?

Airline employee: You just missed the last flight of the day. The next flight is in two days.



Hotel employee: I hate to tell you this, but we don't have any vacancies.

Victoria: Well, could you please recommend another hotel nearby?

Hotel employee: Sure, there are several hotels on Hotel Drive. The best thing to do is to go online.

Victoria: Thank you.



Victoria: Excuse me. Do I need a password to get online here at the airport?

Airport employee: No, but I'm afraid our network is down at the moment.

Victoria: This is not my day! Do you know of any Internet cafes nearby?

Airport employee: No, I'm sorry. I don't. But you can use my phone to find a hotel.

B PAIR WORK Practice the conversation.

CD2 **26 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 | Language Booster

A Notice the ways we report bad news and ask for help or advice.

Reporting bad news

I hate to tell you this, but
I'm sorry to inform you that
Unfortunately,
I'm afraid

the flight has
been canceled.

Asking for help or advice

Could you please
Can you

recommend another hotel?

Would it be possible to (use your phone)?
Do you know of (any internet cafes nearby)?

B PAIR WORK Report a piece of bad news to your partner. Your partner will ask for help or advice.

Example:

A: Unfortunately, your passport has expired.

B: Oh, no! Would it be possible to...?

4 | Listening

A Listen to people give bad news and ask for help or advice. Then number the people's problems in the order that you hear the conversations.

___ a. The speaker missed her flight.

___ c. The hotel doesn't have any vacancies.

___ b. The speaker's credit card was stolen.

___ d. The speaker's luggage was damaged.

B Listen again. Write down on a piece of paper how each person's problem was solved.

C GROUP WORK Discuss how each person's problem was solved. Do you think they were good solutions?

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write down four possible problems that people might have while they are travelling.

1. _____
2. _____
3. _____
4. _____

B PAIR WORK Share your problems above with your partner. Then take turns reporting bad news and asking for help or advice.



27

Do you think...?

- Comparing and contrasting alternatives
- Giving reasons for choices

1 | Vocabulary

A Check the travel options that you prefer.

Do you prefer...?

- ☐ to see the big **tourist attractions**, ☐ to **go off the beaten path**, or ☐ to **loungue around**?
- ☐ to take a **guided tour** or ☐ to **explore** on your own?
- ☐ to plan and **book things in advance** or ☐ to **keep your options open**?
- ☐ to **splurge** or ☐ to **stick to a budget**?
- ☐ a **bed and breakfast**, ☐ a **hostel**, ☐ a **luxury hotel**, or ☐ a **budget hotel**?

B PAIR WORK Take turns sharing your travel preferences.

2 | Conversation

CD2 28 **A** Listen. Where are May and Alicia? What options do they discuss and prefer?

Alicia: I'm so glad we came to London. It's such a beautiful city.

May: It really is. I can't wait to explore!

Alicia: What do you feel like doing? Do you want to take a guided tour or explore on our own?

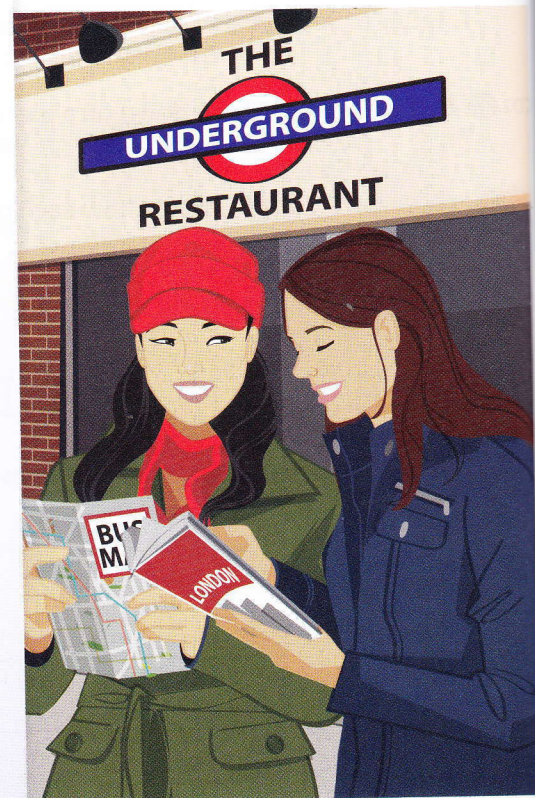
May: Oh, I'd rather explore on our own. Guided tours are too crowded.

Alicia: I agree. Hm...what should we have for breakfast?

May: Do you think we should splurge or stick to our budget?

Alicia: I think it makes sense to splurge. I mean, you only live once!

May: Well, that's true.



B PAIR WORK Practice the conversation.

CD2 29 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3| Language Booster

A Notice the ways we compare and contrast alternatives and give reasons for our choices.

Comparing and contrasting alternatives

What do you feel like doing? Do you want to take a guided tour or explore on our own?
Do you think we should splurge or stick to our budget?
Which do you want to do, make reservations in advance or keep our options open?

Giving reasons for choices

I'd rather explore on our own. Guided tours are too crowded.
I think it makes sense to splurge. I mean, you only live once!
It would probably be a good idea to make reservations in advance. We'll be travelling during the busy tourist season, and the hotels might fill up.

B **PAIR WORK** Imagine you are on vacation. Ask your partner what he or she feels like doing today. Offer two choices.

Example:

A: What do you feel like doing? Do you want to see a movie or hang out at the mall?

B: I'd rather hang out at the mall. I need to buy a new pair of sneakers.

4| Pronunciation Linking with -s

A Listen to the sentences. Notice the link between the words that end with -s and the words that follow them.

1. I think we should keep our options open.
2. Guided tours are too crowded.
3. The hotels might fill up.
4. Let's make reservations in advance.

B **PAIR WORK** Ask a new partner what he or she feels like doing today, like you did in Language Booster section, part B. This time, pay attention to linking words that end in -s.

ONLINE PRACTICE

SPEAK with CONFIDENCE

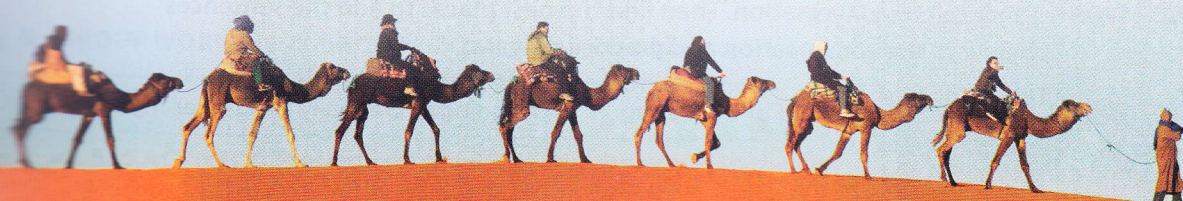
A Write three alternatives for things that people might do on vacation.

1. _____
2. _____
3. _____

Which do you want to do, on a guided tour or explore on our own?

I'd rather go on a guided tour. That way we won't waste any time!

B **PAIR WORK** Compare and contrast the alternatives that you wrote above with your partner. Give reasons for your choices.



It's important to...

• Describing cultural differences

• Explaining why something is a problem

1 | Vocabulary

A Write answers to the questions below on a separate piece of paper.

1. Is it **acceptable** to arrive late to a meeting in your culture?
2. What is an **inappropriate** thing to do at a meeting?
3. What is one **insensitive** thing that you shouldn't talk about with people you've just met?
4. Is it **inconsiderate** to arrive at a dinner party ten minutes late?
5. Is it **customary** to give gifts at a business meeting?
6. What is the worst cultural **faux pas** you've ever made?
7. What is the most important thing a visitor should **be aware of** when visiting your home country?

B PAIR WORK Discuss your answers to the questions above with a partner. Give reasons for your answers.

2 | Conversation

CD2 **31 A** Listen. Where is Patrick going to go? What cultural advice does Sophie give Patrick?



Sophie Are you excited about your trip to New York?

Patrick: Yeah, I really am, but I'm a little nervous, too. It's my first time in the United States, and I want to make sure I don't make any faux pas.

Sophie: Oh, I see. What are you not sure about? _____

Patrick: Well, I have an early morning business meeting the day after I arrive. Is it acceptable to arrive a little late? _____

Sophie: Not really. In the U.S., it's important to be on time. _____

Patrick: OK, that's good to know. What should I do when I first meet people? Should I shake hands? Kiss them?

Sophie: Well, in the U.S., it's inappropriate to kiss people when you first meet them. It's customary to shake hands when you meet people. _____

Patrick: I'm glad I asked.



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|--|---|
| 1. You usually also do that at the end of a meeting. | 3. I'm going to be really tired after my long flight. |
| 2. Maybe I can help. | 4. Being late is seen as inconsiderate. |

3 Language Booster

A Notice the ways we describe cultural differences and explain why something is a problem.

Describing cultural differences

In the U.S., it's important to be on time.
It's inappropriate to kiss people when you first meet them.
It's insensitive to ask someone how much money they make.

Explaining why something is a problem

Being late is seen as inconsiderate.
It's customary to shake hands.
That's considered to be personal information.

B **PAIR WORK** Think of a culture you know about. Describe something that people shouldn't do when visiting that culture and explain why it is a problem.

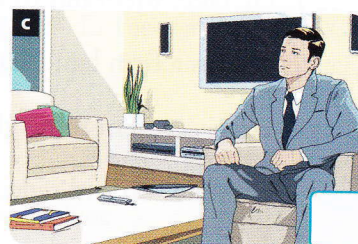
Example:

A: In Japan, you shouldn't wear shoes into someone's house. People in Japan usually take their shoes off at the door.

B: In South Korea, it's also customary to take off your shoes at the door.

4 Listening

A Listen to people talk about cultural faux pas. Then number the pictures in the order that you hear the situations.



B Listen again. Write down on a piece of paper what you think each person should have done.

C **GROUP WORK** Discuss what each person should have done in the situations.

ONLINE PRACTICE

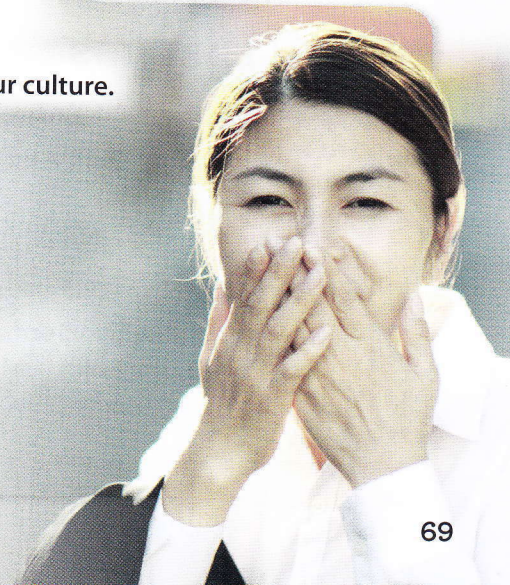
SPEAK with CONFIDENCE

A Think of your culture. Write three things that you should not do in your culture.

1. _____
2. _____
3. _____

B **GROUP WORK** Describe the faux pas you wrote above and the reasons why they are a problem.

C **CLASS ACTIVITY** Present one faux pas from the group to the class.

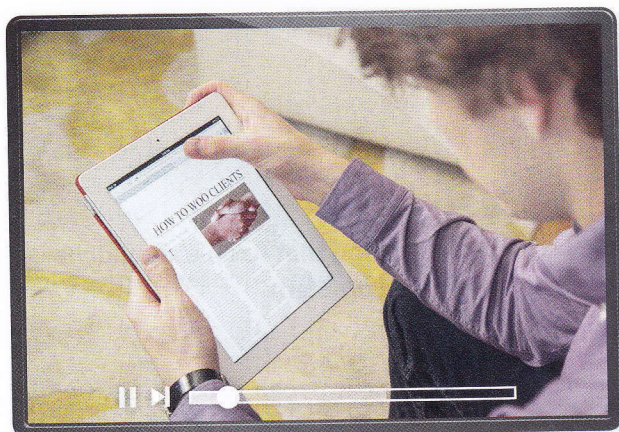


English in Action

ONLINE PRACTICE

1 | Preview

PAIR WORK Alex is reading an article about how to woo (impress) clients. What advice do you think the article gives? Check (✓) your guesses.



- _____ Take them out to a nice restaurant.
- _____ Have a firm handshake.
- _____ Buy them gifts.
- _____ Speak loudly.
- _____ Copy their gestures.
- _____ Ask about their families.

2 | Practice

A Watch the video. Were your guesses correct? What other advice did the article give?

B Watch the video again. How does Alex try to impress the clients? Check (✓) your answers.

- _____ 1. He takes them out to dinner at a nice restaurant.
- _____ 2. He has a firm handshake.
- _____ 3. He gives them some gifts.
- _____ 4. He tidies up and redecorates his work space.
- _____ 5. He introduces them to the president of his company.
- _____ 6. He picks them up at the airport.
- _____ 7. He copies their gestures.
- _____ 8. He changes his clothes.

3 | Discuss

GROUP WORK Answer the questions.

1. Do you think Alex impressed the clients? Why or why not?
2. What do you think are good ways to woo clients? What are some other ways to impress clients?
3. Have you ever had to entertain visitors that you didn't know very well? Where did you go? What did you do?

25 Is the flight on time?

Student A and **Student B**: Take turns role-playing an airline employee and a customer. Use the information below.

Student A's flight:

Flight to New York

Leaves from Gate 93

The flight is on time.

Dinner is not served on the flight.

Student B's flight:

Flight to Barcelona

Leaves from Gate B2

The flight is delayed six hours.

There are no window or aisle seats left.

I can check in at an airport.

☐ Very well ☐ I need more practice.

I can confirm information.

☐ Very well ☐ I need more practice.

See Language Booster page 63.



26 I'm afraid...

Student A and **Student B**: Take turns reporting bad news and asking for help or advice. Use the problems below or think of your own.

Your luggage was stolen.

The hotel misplaced your passport.

I can report bad news.

☐ Very well ☐ I need more practice.

I can ask for help or advice.

☐ Very well ☐ I need more practice.

See Language Booster page 65.



27 Do you think...?

Student A and **Student B**: Take turns asking about the alternatives below and giving reasons for your choices.

go to a spa or go for a hike

go to a museum or go shopping

I can compare and contrast alternatives.

☐ Very well ☐ I need more practice.

I can give reasons for my choices.

☐ Very well ☐ I need more practice.

See Language Booster page 67.



28 It's important to...

Student A and **Student B**: Take turns describing the cultural faux pas below and explaining why they are a problem.

talking about politics or religion

arriving at a dinner party with an expensive gift

I can describe cultural differences.

☐ Very well ☐ I need more practice.

I can explain why something is a problem.

☐ Very well ☐ I need more practice.

See Language Booster page 69.



Did you see the game?

- Talking about sporting events
- Changing the subject

1 | Vocabulary

A Complete the article with the correct words in the box.

close
ejected
blowout
overtime
quarter
referee
shot
half-time
outscored
tied

The Day in Sports by Kara Lee

Last night's basketball game between the Boston Celtics and Los Angeles Lakers was a thriller! With ten seconds left in the game, the score was _____. The Lakers attempted a _____ at the basket but missed it. The game then went into _____, and the Celtics _____ the Lakers and won the ballgame.

The game between the New York Knicks and Miami Heat last night wasn't nearly as _____ as the Celtics-Lakers game. During the first _____, Miami's best player was _____ from the game for arguing with the _____. At _____, the score was close, but the Knicks ended up getting a _____ win, with a final score of 121-98.

In World Cup news, Brazil defeated Germany with just one goal scored in

B PAIR WORK Would you rather watch your favorite team win in a blowout or a close game? Why?

2 | Conversation

CD2 33 A Listen. What kind of game is Robert talking about? What is Tristan talking about?

Robert: Did you see the match?

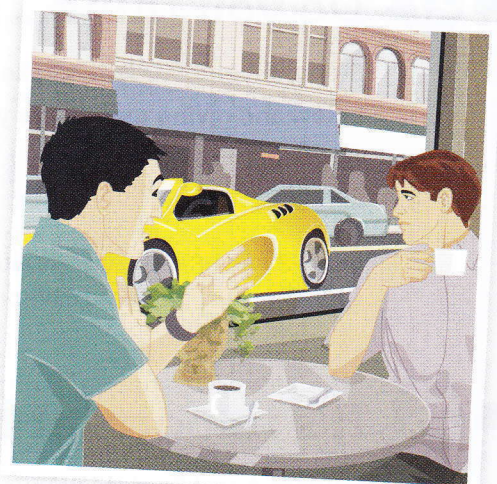
Tristan: The match? What match?

Robert: Uh...the World Cup? The biggest soccer tournament in the world? Brazil was incredible!

Tristan: Oh? That's great. So, do you know what kind of car that is?

Robert: Uh, not sure. So yeah, it was a really close match. At the end of the second half, the score was tied, so the match went into overtime. Then Brazil had this penalty kick, and...

Tristan: Did they? Speaking of overtime, did I mention how much I've been working lately?



B PAIR WORK Practice the conversation.

CD2 34 C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 Language Booster

A Notice the ways we talk about sporting events and change the subject.

| Talking about sporting events | Changing the subject |
|-------------------------------|--|
| Did you see the game? | So yeah, (it was a really close match). |
| Who were you rooting for? | Speaking of (overtime, I've been working so much). |
| It was a blowout. | So anyway, I've had a lot of work. |
| It went into overtime. | That reminds me, |
| It was incredible! | |

B PAIR WORK Take turns starting a conversation about a sporting event and changing the subject.

Example:

A: Did you see the game last night? It was incredible!

B: Oh, speaking of games, do you want to come over and play my new video game?

4 Pronunciation Intonation to convey extreme emotion

A Listen to the sentences. Notice that the positive emotional statements end in a raised intonation, and negative emotional statements end in lowered intonation.

1. You should have seen it!

2. It was incredible!

3. Their best player was ejected!

4. My favorite team lost!

B PAIR WORK Take turns saying negative and positive emotional statements to your partner. Pay attention to your sentence intonation.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Have you been to any sports events? Write down any sports events you've been to or have seen on TV. Write down why it was memorable.

B PAIR WORK Take turns describing the event you wrote above or other event to your partner.

- Interrupting to ask for clarification
- Clarifying

1 | Vocabulary

A Read the news story below.

Last night, police officers **arrested** a **criminal** who they believe is responsible for a series of burglaries they have been **investigating** for months. The man is known to **break into** homes and **force** his way in. **Victims** reported that they were missing jewelry. A **witness** saw something **suspicious** in her neighbor's house and called the police. It turns out that the criminal was a 90-year-old man!

B PAIR WORK Take turns summarizing the news story above to your partner.

2 | Conversation

CD2 36 **A** Listen. What did the man try to steal? What happened to the man?

Nina: Did you read about this guy who tried to steal a car yesterday? ____

Erika: What do you mean he "tried" to steal it?

Nina: He forced a woman out of the car in front of witnesses, but he didn't know how to drive it! So, he asked the woman to show him how to drive the car.

Erika: Hold on. What did you say the guy did?

Nina: He actually asked the woman to come back to the car to show him how to start it. ____

Erika: No way! What did the woman do? ____

Nina: She ran away and called the police! When the police arrived, the guy was still trying to figure out how to start the car! ____



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|--|---|
| 1. They arrested him and took him to jail! | 3. Did she show him how to start the car? |
| 2. It's an unbelievable story. | 4. Isn't that ridiculous? |

3 Language Booster

A Notice the ways we interrupt to ask for clarification and to clarify.

Interrupting to ask for clarification

What do you mean | he "tried" to steal it?
Wait, did you say that
Hold on. What did you say (the guy) did?

Clarifying

Well, what happened was (he knew how to drive, but he didn't know how to drive a hybrid).
(He) actually (asked the woman to come back to the car to show him how to start it).

PAIR WORK Take turns telling each other about something that happened to you last week. Your partner will ask for clarification, and you will clarify.

4 Listening

A Listen to a conversation about something that happened in the news. Mark the statements **T** (true) or **F** (false).

- ___ 1. A woman stole a laptop from her neighbor.
- ___ 2. The woman tried to sell the laptop to her friend.
- ___ 3. The woman told the truth to the neighbor.
- ___ 4. The woman's neighbor took the laptop away from her and walked away with it.
- ___ 5. The woman called the police to arrest the man who took the laptop from her.

B Listen to the rest of the conversation and write answers to the questions.

1. How did the owner of the laptop prove that it was his? _____
2. What happened to the woman? _____

ONLINE PRACTICE

SPEAK with CONFIDENCE

A Write notes about a strange crime that you heard about, or make up your own crime story.



PAIR WORK Tell your partner your crime story. Your partner will ask for clarification. After you tell your story, your partner will guess whether your story was real or made up.

Studies have shown...

- Giving evidence to support opinions
- Giving examples to support opinions

1 | Vocabulary

A Write down answers to the questions below on a separate piece of paper.

1. Do you think **banner ads** and **pop-up ads** can persuade **consumers** to buy certain products?
2. Do you ever find yourself humming or singing **jingles** from TV **advertisements**?
If yes, which ones?
3. Do you remember any **slogans** from advertisements? If yes, which ones?
4. How do you decide which **brands** to buy? List three things that affect your choices.
5. Do you think advertisements **influence** your **buying habits**? Why or why not?
6. What kinds of things do you think advertisers do to try to **manipulate** consumers?

B PAIR WORK Share your answers to the questions above. Give reasons for your answers.

2 | Conversation

CD2 39 **A** Listen. What does Luiz think of banner ads at the beginning of the conversation? What does he think of them at the end of the conversation?



Luiz: These banner ads are so annoying. I don't know why advertising companies create them. _____

Kim: Actually, I read somewhere that banner ads do influence consumers.

Luiz: Really? But I don't even pay attention to them. I only see them for half a second. _____

Kim: I know. Me, too. But it's been proven that if you see the same thing many times, it can affect you even if you don't pay attention to it.

Luiz: Is that really true? _____

Kim: Well, studies have shown that if you keep seeing a banner ad over and over, you develop a positive feeling about that brand or product. For example, people tend to remember banner ads and they tend to shop for those brands.

Luiz: Wow, I didn't realize that advertisements could manipulate consumers that much. _____



B PAIR WORK Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- | | |
|--|--|
| 1. I'll have to pay more attention to them! | 3. I'm sure they don't have any effect on consumers. |
| 2. Then I scroll down and they disappear from my screen. | 4. It's hard to believe. |

3 | Language Booster

A Notice the ways we give evidence and examples to support opinions.

Giving evidence to support opinions

Studies have shown
I've heard that
I read somewhere that
It's been proven that

people tend to remember banner ads and they tend to shop for those brands.

Giving examples to support opinions

For instance,
Like you know how
It's like when
For example,

if you keep seeing a banner ad over and over, you develop a positive feeling about that brand or product on the right side.

B **GROUP WORK** Look at the statements below. Agree or disagree with the statements. Give evidence and examples to support your opinions.

Advertisements are honest.

There is too much advertising nowadays.

4 | Listening

A Listen to people give their opinions about ads. For each speaker, check *Supports opinion well* or *Doesn't support opinion well*.

| | Supports opinion well | Doesn't support opinion well |
|----|-----------------------|------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |

B Listen again. Think about the speakers for who you checked *Doesn't support opinion well*. What kind of evidence or examples do you think might help each speaker support his or her opinion better? Discuss your answers with a partner.

SPEAK with CONFIDENCE

ONLINE PRACTICE

A In your opinion, what is more effective—funny advertisements or sad advertisements? Why?

Your opinion:

Evidence and examples:



B **GROUP WORK** Work in a group of six—in each group, two to three people should think funny ads are more influential, and two to three should think sad ads are more influential. Express and support your opinions.

What's your opinion?

- Asking for opinions about issues
- Politely giving opinions

1 | Vocabulary

A Check the issues that you think your city should spend money on. Add two of your own ideas.

My city should...

- | | |
|---|--|
| _____ 1. reduce crime. | _____ 5. repair city buildings |
| _____ 2. increase the number of schools | _____ 6. increase the budget for parks |
| _____ 3. repair potholes in the streets | _____ 7. control overcrowding |
| _____ 4. improve the downtown area | _____ 8. provide cost-effective housing |

B PAIR WORK Share your answers from part A above. Give reasons for your answers.

2 | Conversation

CD2 **41 A** Listen. What does Citizen 1 want the city to spend money on? What does Citizen 2 want the city to spend money on?

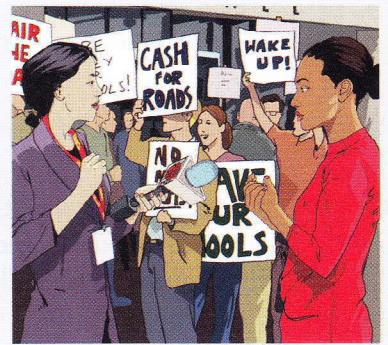


News announcer: We're here in front of City Hall today where citizens are waiting to join a town meeting about next year's budget. Everyone here has an opinion about what the city should be spending money on. Some want more money for schools. Others want better roads.



News announcer: Good evening. City officials are talking about spending more money on repairing the roads next year. What's your opinion on that?

Citizen 1: The way I see it, the city should spend money on improving public transportation before fixing the potholes. I tend to think that people should drive less, and they can't do that without good public transportation.



News announcer: One of your fellow citizens believes that the city should spend more money on public transportation rather than on the roads next year. What are your thoughts on that issue?

Citizen 2: I wonder if we should spend any money on roads or transportation at all next year. It seems to me that the city's biggest problem right now is crime.

B PAIR WORK Practice the conversation.

CD2 **42 C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

3 Language Booster

A Notice the ways we ask for opinions about issues and politely give opinions.

Asking for opinions about issues

What's your opinion (on that)?
What are your thoughts on that issue?
How do you see the situation?

Politely giving opinions

The way I see it
I wonder if
As I see it
I tend to think that
It seems to me that

the city should spend more money on education.

B **PAIR WORK** Share your opinions about the issues in the Vocabulary section.

Examples:

A: It seems to me that the city should try to reduce crime in the downtown area. I tend to think that the city should hire more police.

B: I tend to think that more police won't solve the problem. I wonder if crime would go down if businesses downtown didn't stay open late...

4 Pronunciation Stress in two-syllable verbs

A Listen to these sentences. Notice that two-syllable verbs often receive stress on the second syllable.

1. We need to **re**duce crime in the city.
2. We have to **in**crease the budget for public transportation.
3. The city should **im**prove the school buildings.
4. Let's **re**pair the roads.

B **GROUP WORK** Discuss the issues in Vocabulary section. This time, pay attention to the stress on two-syllable verbs.

ONLINE PRACTICE

SPEAK with CONFIDENCE

A **PAIR WORK** Write down three world issues that are important to you.

Three important issues

- 1.
- 2.
- 3.

B **GROUP WORK** Work in a group of three. Share opinions about one of the issues you listed above.



English in Action

ONLINE PRACTICE



1 | Preview

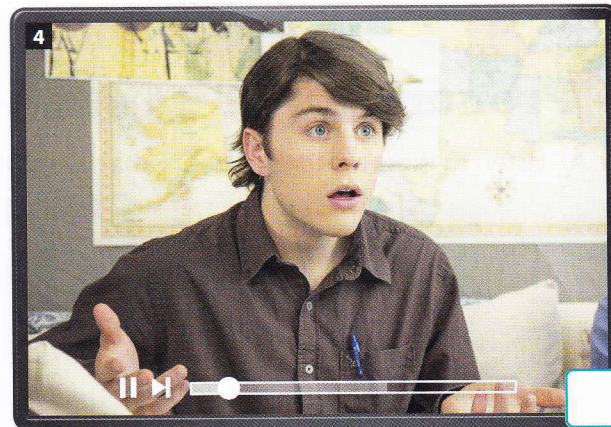
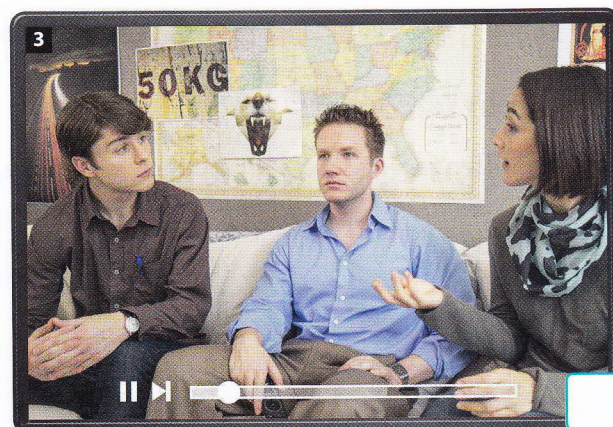
PAIR WORK Tom, Maria, and Alex are watching the news on TV. What do you think they're watching in each photo? Match. Explain your choices.

a. a crime story

b. a sports story

c. a commercial

d. a political story



2 | Practice

A Watch the video. Complete the sentences with the correct answers.

1. The government reduced the budget for ____.
2. The score of the soccer game was probably ____.
3. Maria's favorite commercial is for ____.
4. The witness got a million dollars from ____.
5. Kate is going to ____.

B Watch the video again. Check your answers with a partner.

3 | Discuss

GROUP WORK Answer the questions.

1. If you were Kate, how would you spend the million-dollar reward?
2. Do you ever watch the news on TV? What parts do you like best? Least?
3. What's the most interesting news you heard? Why?

IN THE NEWS

29

30

31

32

VIDEO



29 Did you see the game?

Student A and **Student B**: Take turns describing an event to your partner. Use the information below or think of your own ideas.

Your favorite sports team lost in a close game.

You went to see an Olympic event, and your favorite athlete lost when another athlete cheated.



I can talk about sporting events.

☐ Very well ☐ I need more practice.

I can change the subject.

☐ Very well ☐ I need more practice.

See Language Booster page 73.

30 Hold on.

Student A and **Student B**: Take turns telling each other about the news stories described below.

A man broke into store and the clerk was a former police officer.

A man stole \$20 dollars from a woman's car, but the woman found the man's wallet in her car.



I can interrupt to ask for clarification.

☐ Very well ☐ I need more practice.

I can clarify.

☐ Very well ☐ I need more practice.

See Language Booster page 75.

31 Studies have shown...

Student A and **Student B**: Take turns describing the effectiveness of the following elements of advertising.

advertising jingles slogans television commercials radio ads

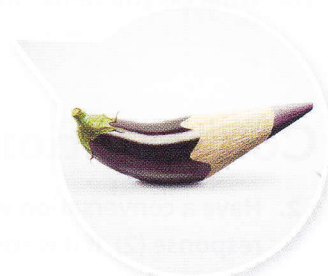
I can give evidence to support opinions.

☐ Very well ☐ I need more practice.

I can give examples to support opinions.

☐ Very well ☐ I need more practice.

See Language Booster page 77.



32 What's your opinion?

A **Student A** and **Student B**: Take turns asking for and sharing opinions on the issues below.

heavy traffic during rush hour air pollution in the city increasing food prices



B Now change roles. Student B gives a presentation and Student A asks follow-up questions.

I can ask for opinions about issues.

☐ Very well ☐ I need more practice.

I can politely give opinions.

☐ Very well ☐ I need more practice.

See Language Booster page 79.